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ABSTRACT

The purposes of these guidelines are to clarify the NDEA Title III regulations and to provide further interpretation of Public Law 88-665. They furnish the basis for common understanding of Title III by local school systems, State educational agencies, the U.S. Office of Education, and program auditors and reviewers. Use of the guidelines will minimize problems regarding eligibility and fiscal procedures and will aid State agencies to develop, expand, and coordinate their program activities to accomplish the purpose of Title III--the strengthening of instruction in science, mathematics, history, civics, geography, economics, modern foreign languages, English, reading, and industrial arts. (Author)

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TITLE III

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NDEA Title III
GUIDELINES
January 1965
revised April 1967

Financial Assistance for
Strengthening Instruction in
Science, Mathematics, Modern Foreign Languages
and Other Critical Subjects in
Public Elementary and Secondary Schools

Sections 301 through 304 of Title III
National Defense Education Act of 1958, as amended

Science, Mathematics, History, Civics, Geography, Economics,

Modern Foreign Languages, English, Reading, Industrial Arts

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Elementary and Secondary Education
Washington, D.C. 20202

January 1965
Revised April 1967

EA 003 041

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTRODUCTION

The purpose of the National Defense Education Act of 1958 was "to provide substantial assistance in various forms to individuals, and to States and their subdivisions, in order to insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States." (Sec. 101). Title III of the Act authorized matching grants of Federal funds to the States and loans to nonprofit private schools to help equip and remodel laboratories and classrooms, and other grants to assist the States in expanding and improving their supervisory and related services in science, mathematics, and modern foreign languages. In 1964, five additional subjects -- history, civics, geography, English, and reading -- were included in Title III by Public Law 88-665, National Defense Education Act Amendments, 1964. The program was further expanded in 1965 by the addition of economics as a critical subject through Public Law 89-329, The Higher Education Act of 1965. And in 1966 industrial arts was added as a critical subject through Public Law 89-752, the Higher Education Act of 1966.

A program closely related to NDEA Title III is Section 12 of the National Foundation on the Arts and the Humanities Act (Public Law 89-209). It provides for the purchase of materials and equipment for minor remodeling to strengthen instruction in the arts and in the humanities. Separate guidelines have been prepared to explain the nature, scope, and administration of the NFAHA Section 12 program. This publication, Guidelines: Financial Assistance for Strengthening Instruction in the Arts and the Humanities in Public Elementary and Secondary Schools, is available from the Bureau of Elementary and Secondary Education, U.S. Office of Education, Washington, D.C. 20202. A brochure on loans to nonprofit private schools under NDEA Title III and Section 12 of NFAHA is also available from the U.S. Office of Education.

The purpose of these guidelines is to clarify and make explicit the NDEA Title III Regulations and to provide further interpretation of Public Law 88-665. Thus they furnish the basis for common understanding of Title III among local school systems, State educational agencies, the U.S. Office of Education, and program auditors and reviewers. Their use will minimize the number of problems regarding eligibility and fiscal procedures and will aid States in developing, expanding, and coordinating their program activities to accomplish the purpose of Title III -- strengthening instruction in science, mathematics, history, civics, geography, economics, modern foreign languages, English, reading, and industrial arts.

The chronology of the various changes in the Act and Title III regulations and guidelines is as follows:

September 2, 1958	The NDEA of 1958 (P.L. 85-864) became law, effective through June 30, 1962.
December 1958	Tentative regulations for Title III were issued.

December 1959	Definitive Title III regulations were issued.
October 3, 1961	NDEA was extended (P.L. 87-344) through June 30, 1964.
August 1, 1963	Title III regulations were revised to provide a more adequate basis for determining eligibility of expenditures. Principal changes: 1. Made eligible professional reference materials for teachers 2. Made eligible equipment and materials for limited production of instructional aids 3. Permitted purchase of general storage equipment used solely for science, mathematics, or modern foreign language equipment and materials 4. Permitted minor remodeling projects without purchase of equipment 5. Allowed participation of public elementary or secondary schools, such as those for the deaf or blind, operated under State law by State educational agencies
September 1963	NDEA Title III guidelines were issued to interpret the regulations.
December 18, 1963	NDEA was extended (P.L. 88-210) through June 30, 1965. Principal changes in Title III: 1. Made eligible testgrading equipment for public elementary or secondary schools, or both, and specialized equipment for audiovisual libraries serving such schools 2. Allowed American Samoa to participate 3. Enlarged the definition of "local educational agency" to include any public institution or agency which has administrative control and direction of any public elementary or secondary school,

for example, those schools for the handicapped which are operated by public agencies other than local school authorities, and "laboratory schools" operated by public colleges or universities

4. Repealed the one-year allotment carryover provision for acquisition of equipment and minor remodeling funds

5. Authorized annual reallotment to other States of any unneeded portions of State allotments for acquisition of equipment and minor remodeling funds and for supervision and administration

March 19, 1964 — Title III regulations were revised to implement statutory amendments.

March 1964 — NDEA Title III guidelines were revised.

October 16, 1964 — NDEA was extended (P.L. 88-665) through June 30, 1968. Principal changes in Title III:

1. Added history, civics, geography, English, and reading to the subjects eligible for participation

2. Increased the annual authorization for grants to State educational agencies for the acquisition of equipment and for minor remodeling from $61,600,000 to $79,200,000 beginning in fiscal year 1965 (not including the 12 percent reserved for loans to nonprofit private schools)

3. Increased the annual authorization for grants to State educational agencies for expansion or improvement of supervisory or related services and administration of State plans from $5 million to $10 million beginning in fiscal year 1965

4. Increased the minimum annual State allotment for supervisory and related services and administration of the State plan from $20,000 to $50,000 beginning in fiscal year 1965

5. Provided that allotment ratios, which form the basis for allotments to the States, be promulgated biennially by the Office of Education. The ratios for fiscal years 1966 and 1967 will be based on the most recent satisfactory data available as of August 31, 1964 (Ratios for fiscal year 1965 remain unchanged.)

January 1965	Title III regulations were revised to implement the statutory amendments.
January 1965	NDEA Title III guidelines were revised.

State administration of the program was also affected by changes in Subsections (2) and (3) of Section 1004(a), which read as follows:

> Section 1004. (a) No State plan submitted under one of the titles of this Act shall be approved by the Commissioner which does not ...
> (2) provide that such commission or agency will make such reports to the Commissioner, in such form and containing such information, as may be reasonably necessary to enable the Commissioner to perform his duties under such title or section and will keep such records and afford such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports; and
> (3) provide for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the State under such title or section (including such funds paid by the State to the local educational agencies).

November 8, 1965	NDEA Title III was amended to include economics as a critical subject (under Sec. 467 of the Higher Education Act of 1965) and an additional $10 million was authorized for acquisitions.
January 14, 1966	Title III Regulations were revised to include economics. (Subpart H was added for the humanities and the arts.)
November 3, 1966	NDEA Title III was amended to include industrial arts as a critical subject, effective July 1, 1967 (under Sec. 17 of the Higher Education Amendments Act of 1966) and an additional $10 million was authorized for acquisitions.

March 13, 1967	Title III Regulations were revised to include industrial arts.
April 1967	NDEA Title III Guidelines were revised.

Congressional authorizations do not provide funds. Funds must be provided annually by the Congress in separate appropriation acts. Although the Act authorized a total of $110 million for fiscal year 1967, the actual appropriation for that year was $88.2 million.

NDEA Title III, like other programs of Federal financial assistance, must be administered in conformity with provisions of Title VI of the Civil Rights Act of 1964.

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CHAPTER I

STATE PLAN ADMINISTRATION

Title III of NDEA authorizes two major programs for strengthening instruction: (1) the acquisition of laboratory and other special equipment and materials, including minor remodeling, to improve elementary and secondary education in science, mathematics, history, civics, geography, economics, modern foreign languages, English, reading, and industrial arts, and (2) State supervisory and related services to improve the teaching of these subjects in public elementary and secondary schools.

Section 12 of the National Foundation on the Arts and the Humanities Act provides matching Federal funds for acquisition of equipment and materials and minor remodeling of classrooms and laboratories for strengthening instruction in the humanities and the arts in public elementary and secondary schools. It is expected that Section 12 of this Act will be administered in the same manner as the acquisition program of NDEA Title III. Section 12 of NFAHA makes no provision of funds for administration by the States or for supervisory and related services in the humanities and the arts. Since the State plans for NDEA Title III were amended to include Section 12, however, Title III funds may be used to administer Section 12 of NFAHA.

A. Purpose of the State Plan

The foundation of the Title III program is the State plan, the contract or agreement between the State and the U.S. Office of Education, for the operation of the programs which the State has designed to strengthen instruction in the critical subjects in its public elementary and secondary schools. The Chief State School Officers and the appropriate State legal officer attest to the plan on behalf of the State. The U.S. Commissioner of Education approves the plan. Through the legal authority cited and the principles for determining priorities, standards, and procedures outlined in the State plan, the State educational agency organizes and administers the programs.

B. Amendments or Revisions

The administration of Title III must be kept in conformity with the approved State plan, and therefore any material change in the program requires that the plan be amended or revised. Changes may be authorized or required by Congressional action, as through Public Law 88-665, by changes in the organization, policies, or operation of the State educational agency, as well as by changing goals or needs at the local school level. Instructions for amending or revising the State plan are included in the Guide for the Preparation of the State Plan.

Following the revision or amending of the State plan, necessary steps include:

1. Approval by the State Board of Education
2. Certification by the Chief State School Officer
3. Certification by the State Attorney General (if a question of law is involved)
4. Approval by the U.S. Commissioner of Education

No expenditure may be made under an amendment to the State plan prior to the effective date of approval of the amendment by the U.S. Commissioner of Education. Assistance in revising the State plan is available from the Bureau of Elementary and Secondary Education.

C. Basic Administrative Procedures

Each State agency has its own procedures for accomplishing the objectives of its State plan under its own State laws and policies. Grant management persons in the Bureau of Elementary and Secondary Education are available to assist the State agency in coordinating the State's management and accounting practices with the requirements of the National Defense Education Act.

Documents Needed

Certain documents should be immediately available for use in the State administration of the Title III program. These include:

National Defense Education Act and amendments
Current Title III Regulations
Current Title III Guidelines
Policy Bulletins, Series III
Financial Management of Federal-State Education Programs, OE-10019
Office of Education correspondence file
State Plan
State Priorities
State Standards
State policy handbook
File of Annual Reports to the U.S. Office of Education
National Foundation on the Arts and the Humanities Act
Current NFAHA Section 12 Regulations
Current NFAHA Section 12 Guidelines

For the proper operation of the program it is important that the various materials be kept up to date and available so that all Title III personnel may know the current procedures and practices concerning the program. Additional copies of any of the above materials published by the Office of Education are available on request from the Bureau of Elementary and Secondary Education.

Reports

Section 141.9 of the Title III Regulations states that the State plan must provide for keeping such records and making such reports as the Commissioner may consider reasonably necessary to enable him to perform his duties under the Act.

Section 141.20 of the Regulations is more specific concerning financial reports:

> The State agency shall submit, in accordance with procedures established by the Commissioner:
>
> (1) A description of the activities to be carried on under the plan during the fiscal year
>
> (2) Following the end of the fiscal year, a report of the total expenditures made under the plan during a fiscal year
>
> (3) Such other estimates and reports as are periodically needed to account properly for funds

Specific directions for the completion of these reports are sent to the State agency in advance of the annual filing dates.

One report is due before the beginning of the fiscal year:

Description of Projected Activities

The Description of Projected Activities provides a means of identifying and describing activities which relate to the objectives and administrative policies of the program. The annual Description should reflect progress toward accomplishing the Plan program for each year as described in Section 3.3 of the State plan. While the Description of Projected Activities is essentially a program document, it relates directly to the financial resources available for carrying out the activities described. It is imperative, therefore, that the program staff work closely with the financial staff in the preparation of the Description of Projected Activities.

The extent of expansion or improvement of supervisory and related services under Title III will be determined by the U.S. Office of Education by close examination of the Description of Projected Activities and the corresponding Narrative Report and by means of the program reviews. The Description of Projected Activities also aids the U.S. Commissioner of Education in justifying budget requests, expenditures, and appropriations.

Following the close of the fiscal year, each State is required to submit the Annual Report, consisting of three parts:

Part 1. Financial Report
Part 2. Statistical Report
Part 3. Narrative Report

The Financial Report shows expenditures in the various categories for the fiscal year. Adjustments of expenditures against the allotments of prior years are also included on this form. Adjustments of audit exceptions and difference between reported obligations and final expenditures must be reported separately.

The Statistical Report provides the U.S. Office of Education with the necessary data on personnel and projects in the various Title III categories.

The Narrative Report is a more detailed document which summarizes and evaluates the progress of the State in its expansion or improvement of the Title III supervisory and related services as well as in its strengthening of instruction in the local public schools in the critical subjects. This document also serves, when compared with the Description of Projected Activities, to provide evidence of the extent to which the State has been able to improve its program within any given year.

It is essential that all three parts of the Annual Report be received in the Bureau of Elementary and Secondary Education by September 1 so that the U.S. Office of Education can prepare its report to the Congress.

Coordination of the State's Title III Program

The key to an effective Title III State program is balanced coordination of all State efforts -- administration, supervisory services, and the acquisition program -- to keep those efforts focused on the intent of Title III: improvement of instruction in the critical subjects in elementary and secondary schools.

The administrator of the Title III program is responsible for coordinating the various parts of the program. In order to accomplish this, it is desirable that he (1) define relationships so that responsibilities are clear among the staff members assigned to the various phases and activities of the program and (2) see that clear communication is maintained at all times among the staff members concerning every aspect of the work.

The project approval procedure is a prime example of the need for coordination. Project applications are handled most successfully when the administrative, supervisory, related services, and clerical personnel reinforce each other, each performing in his own area of competency and responsibility. The supervisor normally makes decisions concerning the soundness of a project and the suitability of items for a specific school and instructional level, in terms of his professional knowledge of the equipment, the school, and the preparedness of the teacher to use the equipment to good advantage. He might be assisted at various points by related services personnel, such as the audiovisual specialist or the specialist for libraries. The Title III coordinator would normally make decisions concerning fiscal and legal procedures, proper documentation of applications, final approval of projects, and overall matters pertaining to plan operation.

D. Management Control

This section contains less detail than is normally found in an administrator's handbook, but significant guideposts are included to enable those responsible for administering the State plan to be more knowledgeable concerning the various aspects of management control.

Examples of Eligible Costs for Supervisory and Related Services and Administration under Sec. 302 (b) of the Act. (See Section 141.34 of the Title III Regulations.)

Costs incurred in the administration of the State plan are eligible for Federal financial participation. Such costs, however, should be incidental to carrying out the State's program of supervisory and related services and equipment acquisition.

The cost of supervisory and related services in the critical subjects in which Federal participation may be claimed and for administration of the State plan includes such categories and examples of expense as the following, to the extent that the items of cost are attributable to the programs approved under the State plan:

1. Salaries of the staff, both clerical and professional, such as administrators, supervisors, related services personnel, and supporting clerical staff

2. Consultants' fees, for such persons as members of State advisory committees, experts employed by the State agency to conduct State-sponsored workshops, consultants for special State projects in the critical subjects, and temporary or part-time personnel to assist in the planning and evaluation of local acquisition projects and instructional programs (Teachers trained in institute programs who have returned to their local school community to be leaders or resource persons in the critical subject fields may serve as consultants for inservice education activities which are planned and supervised by the State educational agency.)

3. Expenses of committees, workshops, and conferences, including the travel of those representing the State agency or acting in an advisory capacity to it, such as (a) State advisory or planning committees, special workshops to develop State materials, State planning conferences; and (b) State administrative and staff expenses of inservice workshops, seminars, or information conferences

4. Contractual services consistent with State laws and regulations and the State plan, provided such services do not result in the relinquishing by the State agency of any part of its responsibility for the supervisory and related services program (Such contracts might be with colleges or universities so that the State may obtain assistance in conducting a State-planned inservice program. Or a contract might be made with a publishing house for the publication of documents prepared by the State Agency or for the preparation of instructional materials to be used in the inservice program.)

5. Office equipment and other equipment necessary for State programs of supervision of instruction in the critical subject fields, such as (a) office furniture, typewriters, adding machines, calculators, copying machines, bookcases, filing cabinets, and dictating machines; (b) instructional and other equipment and materials, such as recorders, projectors, films, filmstrips, recordings, and transparencies for use by the State staff and local participants in inservice programs or demonstrations; (c) appropriate storage and maintenance and (d) State car for use of supervisors if it is the policy of the State to furnish a car to supervisors

6. Communication, such as telephone services, telegraph, and postage

7. Supplies, printing, and printed materials, such as (a) office supplies used in conjunction with inservice programs; (b) books, periodicals, and other professional materials used by the supervisory staff; and (c) the printing of materials

prepared as an integral part of communications between the State agency staff and local schools in the performance of the State supervisory function (e.g., newsletters, curriculum guides, course outlines, guidelines, and handbooks)

8. Rental of office space as provided in Section 141.34(b) of the Title III Regulations

9. Employer's contributions to retirement, workman's compensation and other welfare funds maintained for one or more general classes of employees of the State agency

10. Travel of staff and consultants, such as (a) travel expenses of supervisory staff in the conduct of State plan activities (consultative visits, workshops, conferences, etc.), including travel to out-of-State professional meetings and conferences; and (b) travel expenses of consultants representing the State agency (consultative visits to State and local educational agencies, workshops, and conferences)

11. Inservice workshop costs consistent with the above when the workshops are (a) planned, approved, supervised, and evaluated by the State agency; (b) when they are of a relatively short duration (generally not more than 160 hours); (c) when the personnel conducting the workshops are employees of the State agency at the time they are rendering the services; and (d) when no college credit is given to the workshop participants (This does not preclude granting participants other types of credit such as for salary increments or certificate renewal.)

Examples of Ineligible Costs for Supervisory and Related Services and Administration under Section 302(b) of the Act

The following are examples of ineligible expenditures under the Title III program of supervisory and related services and administration:

1. Travel or subsistence of local participants in inservice workshops or informational conferences

2. The cost of materials, such as films and books, to be granted or loaned to local school systems for instructional use

3. Rent for the use of a portion of the space occupied by the State Agency when the State Agency is not actually charged for the use of that space

4. Rent of a portion of a public building when proportionate charges are not made to other agencies within the building

Proration of Costs under Section 302(b) of the Act

Section 141.14 of the Title III Regulations provides as follows:

> Federal financial participation is available only with respect of that portion of any expenditure which is attributable to an activity under the State plan. The State plan shall specify the basis for identifying and the method to be used in prorating State level expenditures to include only those attributable solely to State plan activities. The State educational agency shall include in its annual description of projected activities submitted to the Commissioner for each fiscal year its estimated prorated expenditures for salaries attributable to State plan activities. The State educational agency must also maintain records (documented on a before- and after-the-fact basis) to substantiate the proration of expenditures for applicable items such as salaries, travel, rent and equipment.

When expenditures are made which are only partially attributable to State plan activities, such expenditures must be documented, both before and after the fact. Such expenditures may include salaries of the staff (both clerical and professional), consultants' fees, travel of staff and consultants, equipment, office space, etc.

Prudent professional judgment and special care should be exercised in those cases where supervisory and related services cost are prorated among part-time State agency Title III personnel, to insure that these part-time persons are qualified to render, and do render, their share of additional or improved supervisory services in the critical subject areas.

Accounting Procedures

Adequate accounting procedures should be set up prior to extending the program to insure that all expenditures and income can be accounted for. An efficient accounting system can assure that eligible costs are charged to the proper category and fiscal year.

Documents supporting expenditures for State level programs under Section 302(b) of the Act should include position descriptions, personnel actions, payrolls, purchase orders or requisitions, contracts, invoices, cancelled checks, and inventory records relating to equipment costing $50 or more per unit.

Section 141.7(b) of the Title III Regulations provides for local audits as follows:

> All expenditures claimed for Federal participation shall be audited either by the State or by appropriate auditors

> at the local level. The State plan shall indicate how the project accounts of local educational agencies and other agencies participating in the State plan will be audited; and, when the audit is to be carried out at the local level, how the State agency will secure information necessary to assure proper use of funds expended under sections 303 and 304 of the Act by such educational agencies.

In developing a workable audit program, the audit steps outlined on page 8 of Financial Management of Federal-State Educational Programs, OE-10019, should be followed. It is not necessary to develop elaborate and expensive audit procedures. It is necessary to make available a local audit report which will assure the proper use of Federal funds under Title III of NDEA. Basically, the audit procedure consists of three parts:

1. Financial and statistical information which would be needed by the auditor to conduct his audit

2. Financial and statistical information which would be needed by the State agency to substantiate the validity of its records

3. Statement of the auditor, including certifications which substantiate the completeness, the accuracy, and validity of the audit

Local audits of expenditures claimed under the Title III program may be incorporated as a part of the usual local audit required in most States on an annual basis, and in this connection may be performed by the usual certified public accountant who conducts the local audits, or by a representative of the State auditor's office, or by an individual assigned fiscal and audit responsibilities for this program within the State agency. In any case, the local audit function is one which requires a qualified fiscal officer or accountant.

In order that such audits be of maximum use at the time, Title III programs are audited by a Federal auditor at the State level; the local audit reports should be available at the State agency and maintained on a current basis.

E. Evaluation

Section 141.6 of the Title III Regulations is as follows:

> Provision shall be made in the State plan for administrative review and evaluation by the State educational agency of the programs and operations under the plan at least annually for the purpose of appraising the status

> of the programs and their administration in terms of the plan provisions and program objectives, which shall be stated in the plan.

The State plan must provide for an administrative review at least annually of the programs and operations conducted under the plan. The purpose of the review is to appraise both quantitatively and qualitatively the status of the programs and their administration in terms of the State plan's objectives and other provisions. The results and findings of the State agency's administrative review and evaluation of the total Title III program for the year and of its separate parts, as set forth in the State plan, are to be included in the annual narrative report to the U.S. Commissioner of Education.

In addition to a review of the organization, staffing, fiscal procedures, supervisory program, and other State level activities, the projects approved during the year should be analyzed in relation to State priorities and standards so that projected activities may be planned to meet the greatest need.

The major job in evaluation, however, is the assessment of the effect which the State's Title III program has had on instruction in the classrooms. A State should be guided by the question, "Has instruction been improved and strengthened?" In seeking to answer this question, evaluative techniques such as the following might be used:

- Achievement testing
- Case studies of a limited number of significant projects
- School reports of progress toward short- and long-range instructional goals
- Evaluative studies by research department in local school district
- School visits and interviews with principals, teachers, students, and parents
- Use of check lists by teachers and principals concerning improvements in course organization, adequacy of equipment and physical facilities, use of modern instructional materials and learning aids, and growth in teacher competency
- Collection of data concerning percentage of students continuing to advanced courses, increased offerings and enrollments, lengthened sequences of study, reduction in number of dropouts, improved teacher qualifications, and improved learning conditions

- Evaluative studies by universities or other outside agencies
- Compilation and analysis of Title III information in State records

The resources of the State agency's research and statistical services should be fully utilized in the collection of statistical data needed in the Title III program evaluation. Some States have found also that the project application is a useful device for collecting certain types of information needed for evaluative studies.

A few States are considering the feasibility of using a multipurpose project form. The first section of this form contains the usual project application. The local educational agency completes and submits this in the regular manner. It retains in its files a second section dealing with the evaluation of the project to be submitted one year after the acquisition of the equipment and materials, or minor remodeling requested in the project. Since many State educational agencies now have the automatic data processing facilities for such an evaluation procedure, the evaluation format could be designed in machine readable or key punch form, thereby minimizing the man hours required to tabulate and analyze the data.

Many other interesting possibilities of evaluating the Title III program are being studied in various States. Some are considering the feasibility of designing a portion of their accreditation and school evaluation studies to cover the more significant aspects of the Title III program at the local school level.

Another successful technique used in program evaluation has been to select a limited number of approved projects of particular merit, submitted by schools which will agree to a cooperative evaluation program. Such projects with clearly stated purposes and objectives can be appraised as to their effectiveness within a reasonable time. Teachers and administrators involved in the actual program operation should be used to assist in evaluating the program.

CHAPTER II

PRIORITIES AND STANDARDS

A. Establishing Principles Which Govern Priorities

Each State plan must include principles from which priorities are to be developed. This means that a State must provide a list of principles which reflect its major educational concerns in the critical subject fields and which have a bearing on the functioning of the Title III program. Such principles are then used as a basis for the development of priorities. The priorities themselves, while not a required part of the State plan, must be prepared by the State to be used in a predetermined way for the purpose of assigning relative importance and order of approval of projects submitted by local educational agencies for the acquisition of equipment and materials and for minor remodeling.

The following are suggested areas of concern which a State may wish to consider in establishing principles to serve as the basis for the development of priorities:

- The educational objectives established by the State agency for the critical subject fields
- The State-wide instructional needs in the critical subjects
- Educational needs of various grade levels and special needs in underprivileged, rural, and urban communities in the critical subject fields
- Special student and program needs for instructional improvement in various eligible subject fields, such as mathematics for a wide range of abilities, reading for the culturally disadvantaged, English for students whose primary language is not English, longer sequences of foreign language study, non-Western content in history, new concepts of geography, and science programs for the elementary schools
- The relative significance attached to the provision for the needs of special student groups, such as the underachievers, the gifted, the retarded, and the physically handicapped in the critical subject fields
- The importance of long-range planning as it continuously supports an improved instructional program in the critical subjects
- The relative importance of previous program achievements, innovations, and special undertakings in the critical subject fields

For example, if the State agency in considering the relative significance of providing for the needs of special groups were to establish the principle that enrichment materials for the gifted should be provided in each of the critical subjects, a priority such as the following might be established: After basic needs for materials have been met for all, priority will be given to projects requesting enrichment materials for the gifted.

B. Use of Priorities

The purpose of establishing priorities and applying them in the approval of projects is to achieve the greatest improvement possible within the limits of the funds available. This process is essential if real improvement in instruction is to result from the purchase of equipment and materials and from minor remodeling of classrooms, laboratories, and audiovisual libraries. Well developed and properly applied priorities provide the basis for a systematic attack on weaknesses in instructional programs and permit the State to adjust its program to the constantly changing situation within its borders. To allocate funds to local schools solely on the basis of enrollments, for example, is an abdication of one phase of educational leadership which this program provides for the State educational agency.

Periodically the State agency should review its priorities in the light of current needs. Priorities which can be used to differentiate among the many degrees of significance of projects are now more important than in previous years because under the expanded Title III program the cost of approvable projects submitted will probably exceed the funds available. Local educational agencies will need to be kept up to date concerning the State's priorities.

C. Establishment of Standards

Section 141.29 of the Title III Regulations provides as follows:

> The State educational agency shall establish standards on a State level for equipment to be acquired, and for minor remodeling to be performed, with Federal financial assistance under Title III of the Act. Such standards are to be related to the State's programs for improving instruction in the critical subjects and will be applied by the State agency in approving projects for the acquisition of equipment or minor remodeling.

Definition of Standard

For the purposes of Title III, a standard is a means for determining the suitability of equipment or minor remodeling as it relates to the improvement of instruction in one or more of the critical subjects in public elementary and secondary schools.

Equipment Standards

With respect to equipment acquisition the term "standards" means criteria, categories of eligible equipment and materials, and such relevant information as the State wishes to use in determining eligibility, including any limitations, prohibitions, or minimum quality requirements developed by the State to encourage long-range planning and to insure acquisition of equipment appropriate for a specific program of instruction.

Limitations, for example, may be placed on the cost, size or elaborateness of an item of equipment, or on the number of items of a category of equipment which may be purchased per school, class, or subject field. A State may wish to prohibit the purchase under a project of certain items of equipment or materials when they cannot (in the State's opinion) contribute to the improvement of instruction in a particular subject. Quality standards are often developed for the purpose of insuring that equipment will be durable enough to withstand normal classroom use and to perform the functions needed for a specific grade level or course.

In some States a standard has been set as a minimum requirement. That is, the descriptive standard serves to establish the minimum acceptable quality suitable for the purpose. As instructional programs become more advanced the standards should be modified to promote continuing improvement.

Minor Remodeling Standards

With respect to minor remodeling, standards are criteria for determining approvability of projects. Such standards should require a direct relationship between the minor remodeling and the improvement of instruction in the critical subjects.

In establishing minor remodeling standards the following considerations, among others, may be pertinent:

1. The facilities available for present and future needs in the critical subjects have been surveyed.

2. Suitable facilities are to be acquired for instructional needs, teacher's preparation, experimental work areas for special projects, and display and storage needs.

3. Suitable facilities for the equipment on hand, and to be acquired, are being provided or expanded.

4. Adequate utility services are being provided for laboratory and other equipment needs.

5. Remodeling costs are warranted by the instructional objectives to be served.

6. Remodeling is consistent with State and local building and safety codes and health regulations.

D. Use of Standards

Standards provide assistance and guidance to local schools and school districts in the formulation of their projects to improve instruction through acquisition of equipment and material and through minor remodeling of space. Expenditures by schools for instruction in the critical subjects can be made more orderly and effective through the judicious use of standards.

Standards are to be used by State administrators and supervisors as the basis for approving projects and for evaluative information upon which eligibility judgments can be made. Standards are also the basis for project and eligibility reviews.

Standards, however, may be considerably broader and more comprehensive than such use indicates. They should reflect the best professional leadership which the State educational agency can provide and indicate to students, parents, teachers, administrators, business and industrial interests, and others the quality of instructional programs which the State seeks to achieve and maintain. State standards may direct attention to teacher qualification requirements which must be met for assignment to a particular course in one of the critical subjects. They may indicate inservice education requirements to assure the optimum use of modern equipment and the use of up-to-date knowledge and methods of instruction.

Some States use standards as a means of accomplishing all of these purposes; others are so limited in staff resources as to make this accomplishment difficult. Any progress toward the development of standards to strengthen instruction may provide the stimulation needed to secure the additional financial support and resources required.

CHAPTER III

SUPERVISORY AND RELATED SERVICES

Section 141.1(r) of the Title III Regulations provides as follows:

> "Services": (1) "Supervisory services" means the services rendered by a qualified person in the promotion, maintenance, and improvement of instruction in one or more of the critical subjects. (2) "Related services" means those technical activities which support supervisory services in the critical subjects.

The description of the State program for expansion or improvement of supervisory and related services in each of the Title III subjects is an integral part of the State plan, as are the provisions for the administration of the State plan and the equipment acquisition program.

Section 141.31 of the Title III Regulations provides as follows:

> The State plan shall contain a description of the programs for the expansion or improvement of the State agency's supervisory and related services to public elementary and secondary schools in each of the critical subjects. The description shall clearly show (a) how and to what extent each program provides a new service or is an improvement or expansion of an existing service in the nature of supervision of instruction or a service which effectively contributes to the supervisory service to be rendered; (b) the scope of the agency's activities and arrangements to be undertaken in carrying out such programs; and (c) the present and planned supervisory staff positions and activities, including related services, in each of the critical subjects.

A. Expansion or Improvement of Supervisory Services

In order for a State to fulfill its responsibilities as set forth in the Act and in the Regulations, and to assure itself that items acquired under approved projects are in fact suitable for use and will be used in providing education in the critical subjects, the State agency shall provide expanded or improved supervisory and related services in each of the eligible subject fields of participation. The nature and scope of such services may vary according to the specific needs of each field.

An essential of such services, however, is a staff of qualified supervisors[1]-- qualified through training, experience, and constant study and observation in one or more of the Title III instructional fields -- to apply the criterion of use in improving instruction, in reviewing and evaluating projects, and in providing leadership and consultation to assist local schools. The quality of the services provided by the supervisory and related services staff will affect the success of the equipment and materials acquisition program, and therefore, to a large extent the improvement of instruction which accrues to a State as a result of this program. NDEA Title III offers an unprecedented opportunity for State departments of education to expand and improve their leadership in strengthening instruction by providing direct service to schools.[2]

Section 141.32 of the Title III Regulations provides as follows:

> An expansion or improvement of an existing program of supervisory or related services is a program which involves additional expenditures by the State educational agency for such services to public elementary or secondary schools in the critical subjects over and above those hitherto expended for like services and does one or more of the following: (a) provides for the employment of additional qualified personnel to render such services; (b) provides for rendering additional or improved services to local educational agencies; (c) extends the services already being rendered to more local educational agencies.

Allotments under Section 302(b) of Federal funds are available to the States for this purpose and for administration of the State plan, according to a formula based on school-age population, but in no case less than $50,000 per State. Allotments or portions thereof not needed by some States are made available for reallotment to other States at times determined by the U.S. Commissioner of Education.

The intent of this provision is to stimulate States to expand or improve supervisory and related services in the Title III subjects without curtailing activities in other fields. An expanded or improved supervisory and related services program does one or more of the following:

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[1] In a number of States the title "consultant," "specialist," or "director" is given to the subject matter specialists employed to perform the supervisory functions supported under Title III.

[2] See Responsibilities of State Departments of Education for Instruction, a policy statement by the Council of Chief State School Officers, 1201 Sixteenth Street, N.W., Washington, D.C., 1958. 20p.

1. Provides for the employment of additional qualified personnel to render such services

   If the staff of the State agency includes no supervisors in one or more of the eligible subject areas, a new service can be established by employing appropriate supervisory personnel. If there are already supervisors in some or all of the critical subjects prior to their inclusion in the State plan, their number may be increased or related services positions may be added by the use of Title III funds.

2. Provides for rendering additional or improved services to local educational agencies

   A State which had already employed supervisory personnel in one or more of the critical subjects may use the Federal funds to increase or improve the services rendered by the existing staff. Added or improved services can involve communications, printing, professional equipment and materials, dissemination of information, preparation of curriculum materials, inservice work with teachers, or services related and contributing to the supervisory service being rendered.

3. Extends the services already being rendered to more local educational agencies

   A State which already had supervisory personnel in the critical subjects prior to their inclusion in the State plan or which adds such supervisory personnel may use Federal funds to: support more inservice programs for teachers and more committees, workshops, and conferences; encourage and provide professional consultative services in the critical subjects in more elementary and secondary schools than were previously served; and assist in the assessment of local needs and the preparation of Title III projects; or to support other such activities consistent with the State plan.

B. Qualifications of Supervisory Personnel

Section 141.8 of the Title III Regulations provides as follows:

> (a) Staff. The State plan shall describe the duties of State administrative and supervisory positions, existing and proposed, under the State plan. The State plan shall also set forth the minimum experience, education, and other related qualifications required of all professional supervisors in the critical subjects ...

In the State plan's description of supervisory positions, State supervisors should be identified with specific critical subjects. The over-all phrase "social studies" should not be used since that term is not used in the Act.

The program of supervisory and related services under the State plan can be carried out effectively only as it relates directly to the subject matter and the specialized instructional methods of each of the critical fields. The interpretation of the word "qualified" (Sec. 141.1(r)) as applied to subject supervisors is left to the State agency. However, the accelerated rate of accumulation of knowledge in every field, with the consequent need for specialization to cope with that knowledge, is sufficient evidence that effective State leadership in each of the subject fields cannot easily be provided by persons whose background in those subjects is outdated or incidental. It is therefore incumbent upon the State agency to employ as supervisors persons who are highly knowledgeable and experienced both in the specialized subject field to which they are assigned and in the theory and practice of teaching that subject in elementary and secondary schools.

C. Leadership Role of the Supervisors

Leadership at the State level is provided through State supervisors serving each of the critical subjects: science, mathematics, history, civics, geography, economics, modern foreign languages, English, reading, and industrial arts.

There is a broad complex of activities which can contribute to the improvement of instruction in any one of these areas. This complex includes, but is not limited to, the acquisition of equipment and instructional materials and minor remodeling to make more effective use of such equipment and materials. Experience has shown that positive action cannot be expected unless there are energetic, informed leaders to take the initiative. The need for adequate supervisory services is accentuated by circumstances such as the following:

1. Leaders in every field of knowledge and education are instituting far-reaching reforms in the curriculums of most of the subject areas. As a result, experimental courses and new teaching materials are available for use by schools to improve their instructional programs. However, improvement can take place no faster than the teaching staff is prepared to undertake it. This preparation involves extensive orientation of teachers in both subject matter and teaching methods, e.g., new knowledge of geography, new concepts of the nature of language and language learning, the new mathematics, the techniques of teaching scientific principles through open-ended experiments by students. Teachers face the tasks of acquiring a much greater range of skills and understanding, and in many cases must apply a whole new technology in their work. The State-level specialist supervisor is in a unique position to organize and conduct inservice education courses to meet these needs.

2. The lengthening of the sequence of study and the increased offerings in a number of the Title III subject areas have made it more important to achieve continuity and articulation from one grade level to the next and among the three school levels -- elementary, secondary, and college. More coordination is needed to plan the course of study, select instructional materials, group and schedule students in classes and laboratories, and to evaluate the instruction. This coordination can best be achieved with the help of a specialist supervisor at the State level, with the time, the facilities, and the knowledge necessary to communicate at all levels of instruction.

3. Many elementary and secondary school teachers can now benefit from Government-sponsored institutes and special programs under other sponsorship. However, they need help to apply their institute experience to their own teaching situation and to extend the area of influence of the institute to other teachers and other schools. The State supervisor can broaden the influence of such institutes by using the institute participants to help conduct State inservice education programs. Through the vigorous leadership of a supervisory staff it is possible for the State educational agency to assist institutions of higher education in planning and gaining support for institutes which will provide maximum benefit to the teachers of the State.

4. There is increasing value to be gained from ready communication among teachers in a given field at each level and between the levels. This need extends to the dissemination of research findings which have implications for the improvement of instruction. Many educational innovations are under way in research centers. New developments in such fields as space and earth science and geography, the use of computers, and programed learning are beginning to affect school programs. A major function of the State supervisor in each field is to gather and disseminate such information to the teachers of the State. Of equal importance is the need to encourage the establishment of experimental programs in the schools to use and evaluate the results of research.

5. Educational change implies frequent rethinking and rewriting of curriculum guides, standards and specifications for the purchase of equipment, and lists of suitable instructional materials. The upgrading of instructional programs often leads to the revision of criteria for teacher certification. These activities usually involve the use of Statewide committees of specialists. The initiative required to select those persons and coordinate their activities must come from a person such as the State supervisor.

6. Relatively few cities and towns provide adequate local specialist supervisory services to their teaching staffs. The need, nevertheless, is for inservice programs of orientation, demonstration, and retraining which involve teachers personally and intensively at the local level. Since it is impossible for a single supervisor -- or even a small corps of supervisors -- to accomplish these things in the more populous States, the overriding need is the development of local leadership as rapidly as possible. Here again, the State supervisor is in a unique position to identify potential leaders and provide them with opportunities to develop that leadership.

7. The effectiveness of the Title III acquisition program, for which the major portion of Title III funds is expended, depends upon the subject matter specialist in at least the following ways:

   a. They recommend and prepare statements of standards and priorities for the acquisition of equipment and materials.

   b. They assist local school districts in the long-range planning essential to an orderly acquisition program.

   c. They supply guidance to local school districts in the selection of equipment and materials for purchase and the preparation of project applications. This service can help greatly to minimize questions of eligibility and to assure that the equipment and materials do improve instruction.

   d. They provide the professional knowledge necessary for the review and approval of project applications. Since the use factor is of utmost importance in the determination of eligibility of equipment, materials, and minor remodeling projects, the professional judgment of the subject-matter specialists is indispensable.

   e. They organize and conduct extensive inservice education programs to assure that in the schools, where new equipment and materials have been acquired, the teachers are well prepared to use them effectively.

   f. They help evaluate the effectiveness of the new equipment and materials in improving instruction.

8. As the fund of knowledge in each subject grows, there is an increasing awareness of the inter-relatedness of the subjects. Science and mathematics are almost inseparable. As communication technology shrinks the distances between persons in all countries, foreign languages become increasingly essential to exchange information on science, international affairs, and other subjects. Industrial arts presents a clear illustration of relatedness with

all other subjects in the NDEA Title III program. Science is essential to industrial arts through such processes as metallurgy and the chemistry of plastics. Mathematics plays a prominent role by means of geometric figures and mathematical equations. Modern foreign languages are involved in terminology of foreign products and processes. History is involved in a study of the industrial revolution. Geography is used in the study of raw material sources. Civics is important through study of labor-management relations. Economics is prominent through supply and demand and international trade. English and reading are basic to the study of industrial arts by means of reading textbooks, industrial materials, and reports, and by means of writing letters, instructional manuals, and reports. Perhaps the most striking relationship is that between industrial arts and the arts included in the National Foundation on the Arts and the Humanities Act. Parallels occur in crafts, graphic arts, communication arts, and design, to mention a few. Application of the arts to industry is the main difference between industrial arts and the arts as identified in the NFAHA.

The State supervisors of all the critical subjects can be prime movers in the State to lead school districts toward the integrated curriculum development needed to achieve the purposes of general education.

The State supervisors in critical subject fields are catalysts for initiating a new high level of shared responsibility and creative cooperation among agencies, individuals, and institutions -- especially among supervisors and curriculum directors at State and local levels. They can stimulate better preservice teacher education, higher standards for teacher certification, curriculum reform, and other educational advances beyond those which the Title III funds support. They can also establish liaison with persons administering other titles of NDEA and use them to supplement and reinforce Title III activities.

Supervisory Services in Industrial Arts

Providing supervisory services in industrial arts presents a challenge and raises an issue not experienced in the other critical subjects in the Title III program. In the minds of many educators and in the organizational structure of some State departments of education, industrial arts is closely identified with vocational education. Specialists in both industrial arts and vocational education agree, however, that although there is and should be a working relationship between the two areas of instruction, each has its own goals, content, methods, and materials.

The Congress intended that this distinction be recognized. It passed the Vocational Education Act of 1963 to help schools improve instruction and expand offerings which prepare students for employment in the vocations of present-day business and industry. In 1966 it added industrial arts to the NDEA Title III program to help schools improve instruction in the concepts, processes, and products of industry and technology by providing adequate equipment and materials.

Therefore to provide appropriate and adequate supervisory services in industrial arts and to serve the purposes of NDEA Title III, State departments of education should assign the leadership responsibility to supervisors possessing a depth of training and experience in industrial arts. For most effective leadership in instruction it is desirable that supervisors in all of the critical subjects be located in the same unit of the State department of education. Thus the industrial arts supervisor should have the opportunity to work closely with supervisors of the other critical subjects and be responsible to the same official.

D. Examples of Supervisory Services

The duties and activities of State supervisors will vary considerably according to the size, population, and educational needs of the State agency, the financial resources of the State, and the State program for expansion and improvement of services in each of the Title III subject fields. Whatever the particular situation, it is important for the State supervisor to use his time as fully and as effectively as possible for the improvement of instruction. This means a role of leadership in utilizing all the resources -- human, technological, and bibliographical -- available in the State agency and throughout the State. The following are examples of typical Title III supervisory services as reported by the States:

Services to the State Agency

1. Assist Title III administrative staff in the establishment of priorities and standards used in approved projects and in evaluating project applications by providing professional judgment as to the relevancy, suitability, usability, and adequacy of equipment and materials

2. Arrange for outside consultants and advisory committees to assist in State plan activities

3. Help plan and conduct evaluations of the Title III program in the State

4. Encourage and elicit mutual support and cooperation among State staff members concerning the Title III supervisory program as it relates to audiovisual services, school library services, curriculum development, teacher certification, textbook adoption, school evaluation and accreditation, testing and guidance, and school plant design and facilities

5. Provide information and advisory services to the chief state school officer and through him to the State legislature and the general public concerning the status and needs of the instructional programs in the Title III subject areas

Services to Local Schools

1. Consult with and advise administrators, supervisors, and teachers concerning both long-range planning and project planning as they relate to:

   a. curriculum

   b. evaluation of instructional programs in the critical subjects

   c. development of adequate instructional facilities

   d. effective teaching methods in the critical subject fields

   e. demonstration of instructional equipment and materials in the context of instructional programs

2. Assist local schools with inservice education by arranging or conducting workshops and conferences, especially in relation to the effective utilization of laboratory and other special equipment and instructional materials

3. Visit schools not participating in the acquisition program to stimulate and encourage the establishment or the improvement of instruction in the subject areas supported by Title III

4. Provide information on the improvement of instruction through development of such publications as curriculum guides, course outlines, periodic lists of new materials in the critical subjects, teaching manuals, newsletters, research reports, and notices of inservice opportunities.

5. Encourage and assist selected schools in the development of pilot or experimental programs in the specified subject fields.

6. Promote effective teaching practices in the eight critical subjects, encourage interschool visitation, and help schools exchange information on the effectiveness of specific items of equipment and materials

7. Encourage the organization of instructional materials centers for teachers within the State

General Professional Services

1. Maintain liaison, exchange information, and collaborate with professional organizations, college and university staffs, and others involved in the improvement of teaching, especially those engaged in teacher preparation

2. Encourage and assist in studies related to the improvement of instruction or to the evaluation of the Title III program

3. Encourage the development of professional responsibility and leadership among teachers in the Title III subject fields

E. Planning Inservice Programs

One of the major responsibilities of Title III supervisory, administrative, and related services personnel is providing inservice programs in all of the specified subject areas to establish improved instructional programs in the Title III fields and to complement the acquisition program and assure its effectiveness. Close cooperation between the supervisory and related services personnel and the Title III administrator is desirable, especially when planning the annual projected activities to determine what funds are needed for inservice work and to insure that all available funds will be used if needed.[3]

Ways of Providing Statewide Inservice Opportunities

The demand for inservice education is usually greater than can be met without recourse to procedures which multiply and extend widely the direct influence of the supervisor. This is particularly true in the case of inservice workshops.

Limiting the workshop attendance to small groups for greater individual participation and attempting to reach as many teachers as possible present conflicting goals. This problem exists in every State, particularly in those where geographic extent and size of the teacher corps make it impossible for the supervisors to work directly and personnaly with every school. The following are some of the ways which have been found to help solve this problem:

1. Several specialist supervisors are employed for each subject area and each supervisor is assigned the responsibility of conducting all inservice programs in the subject for a given geographical area. In some cases the supervisors have their headquarters in regional centers rather than in the State capital.

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[3] For a discussion of the conditions for Federal participation in cost for inservice education, see Chapter I, part D.

2. The State educational agency employs a number of short-term consultants to conduct workshops.

3. The State agency holds leadership conferences with instructors who will conduct workshops and employs them as temporary members of the agency staff for this purpose. The conferences for these instructors frequently include the development of materials and techniques for use in the inservice programs and usually include a substantial amount of work with the equipment and materials to be demonstrated in the workshops. States which use this procedure may have from 25 to 100 inservice programs in session simultaneously.

4. Extensive use is made of advisory committees and working committees of teachers drawn from all levels of instruction and assigned tasks related to such matters as planning workshops, developing publications, and revising certification requirements.

Characteristics of Successful Education Workshops in the Title III Subjects

As a result of several years of experience, State specialist supervisors have identified some of the characteristics of successful workshops. Such workshops are usually limited to small groups, one instructor for every 20 to 30 teachers. Good workshops generally consist of a series of 10 to 15 sessions of two to three hours each, extending to 25 three-hour sessions or even more. The work sessions are usually held in an actual teaching setting, e.g., a language laboratory, a well-equipped mathematics classroom, or a room adequately equipped with maps and globes. At least half of the workshop time is devoted to individual teacher participation in the use of equipment and materials acquired through Title III, and in demonstrations of effective teaching procedures. Often released time is given teachers for these sessions.

F. Related Services

A "related service" is an activity which supports and effectively contributes to the work of the supervisor of one or more of the critical subject fields. Related services are rendered by persons other than the specialist supervisors, such as school library supervisors, audio-visual and educational media specialists, editors, and research consultants. Related services activities do not include activities related more directly to program administration than to professional aspects of the program. (Data processing, auditing, and project reimbursement are examples of services related to plan administration.)

Related services personnel typically contribute to the program of supervisory services in ways such as the following:

1. Assist the Title III staff in the establishment of technical equipment standards and in development of planning guides and other information related to projects

2. Assist the Title III staff in advising local schools concerning the planning of projects involving instructional facilities, equipment and materials

3. Assist the State supervisors in developing criteria for the selection of materials and in helping schools locate and use appropriate sources

4. Assist the supervisors in planning and presenting inservice programs in the critical subjects

5. Collaborate with the supervisors in planning and preparing publications, films, tapes, and other materials for use in the Title III program

6. Assist the supervisors with the evaluation of projects

7. Assist in research projects, pilot or experimental programs, and evaluative studies related to the critical subject areas

Adequate support of the supervisory services by the related services staff is generally an evidence of a well-coordinated program. The entire Title III staff should be involved in the planning of projected activities for each year of operation. Using all the State resources to formulate and execute plans can mean the difference between an unimaginative State program and one which is dynamic and far-reaching in its effect on improving instruction.

CHAPTER IV

PROJECTS

Section 141.1(n) of the Title III Regulations provides as follows:

> "Project," as applied to the acquisition of laboratory or other special equipment or minor remodeling, means (1) a proposal submitted by a local educational agency, or agencies, or other public school authority below the State level, or (2) in cases where the State educational agency operates one or more public elementary or secondary schools or audiovisual libraries, a proposal submitted by the highest administrative officer of such school or audiovisual library. Such a proposal shall contain: (i) itemized description and current cost estimates of the equipment to be acquired or minor remodeling to be performed; (ii) certification that the equipment is to be used primarily for providing education in the critical subjects, except that in the case of storage equipment the certification shall be to the effect that the storage equipment will be used solely for the care and protection of equipment and materials used in providing such education; and (iii) information showing the direct relationship of the proposed expenditures to the overall design for enriching the planned educational program and the achievement of desired curriculum goals in the critical subjects.

A. Eligible Participants

There are two types of eligible participants -- local educational agencies and other public school authorities.

Local Educational Agencies

Local educational agencies, as defined in Section 141.1(k) of the Title III Regulations:

> "Local educational agency" means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or other political subdivision in a State, or any other public institution or agency having administrative control and direction of a public elementary or secondary school.

Thus projects may be submitted by local school districts operating public elementary and secondary schools and by other public institutions or agencies such as public universities and colleges operating public laboratory schools, or State departments of education operating elementary or secondary schools. A public junior college may be included in the acquisition program when it is an upward extension of the secondary school system of the State as determined under State Law.

Where there is a question concerning the public character of an institution, agency or school, it is suggested that the State obtain the advice of the State Attorney General. Projects submitted by public institutions or agencies for public elementary and secondary schools which are under their administrative control and direction should contain the same type of information required for projects submitted by local school districts.

Audiovisual Libraries

Audiovisual libraries, as defined in Section 141.1(b) of the Title III Regulations:

> "Audiovisual library" means a facility controlled and operated by a State or local educational agency or other public school authority below the State level and used for the collection, custody, cataloging, maintenance, and distribution of audiovisual materials for education in the critical subjects in public elementary or secondary schools.

This definition is interpreted to include as an audiovisual library function the purchase and preparation of audiovisual materials for the critical subjects. Audiovisual materials include films, filmstrips, recordings, tapes (audio and television), projectuals, mounted still pictures, charts, models, and similar items other than books and printed materials. In some instances, audiovisual libraries store and distribute audiovisual equipment which also may be eligible for purchase under Title III.

The public audiovisual libraries which are eligible for reimbursable purchase of specialized equipment and materials under Title III are those controlled and operated by:

a local educational agency as defined in the Regulations, Section 141.1(k);

a county, a region, or other intermediate school district; or

the State educational agency.

An audiovisual library is sometimes a part of a curriculum center, instructional materials center, or school library. When the audiovisual library is a part of such a facility, Title III funds may be used only in the acquisition of equipment and materials associated with the audiovisual function of the facility as it relates to the improvement of instruction in the critical subjects.

Expenditures by a State university or State college even if it controls and operates an audiovisual library would not be eligible for Federal financial participation under the NDEA Title III program. However, where a laboratory school is operated as a public elementary or secondary school in connection with a State university or State college and is served by an audiovisual library in the university or college, expenditures for films in the critical subject areas, purchased by the laboratory school and placed in the audiovisual library would be eligible. Where the State educational agency controls and operates an audiovisual library, expenditures by the State for specialized equipment for such an audiovisual library serving public elementary and secondary schools in the critical subject areas would be eligible for Federal financial participation.

B. Project Planning

A Title III project is a specific plan for improvement of instruction in one or more of the critical subjects in the elementary or secondary school through the acquisition of laboratory and other special equipment and materials or for minor remodeling of space to permit more effective use of equipment and materials.

As a first step in planning, a school generally reexamines its present program in order to determine (1) weaknesses and gaps in instruction, (2) needed changes in objectives or direction, and (3) the equipment and materials needed in updating the instructional program. It then develops an appropriate step-by-step plan for strengthening the teaching of the critical subject under consideration.

The results of this period of reexamination of the instructional program are likely to be expressed in terms of both a long-range plan of improvement and immediate project proposals for the current year. The educational planning involved in the preparation of Title III projects should thus reflect the purpose, direction, and continuity to be achieved.

Instructional Objectives

Specific goals, such as those given in the following lists of instructional objectives found in curriculum guides and courses of study, will govern the project planning in:

Science

- To develop an active interest in and an understanding of the nature and processes of science and the work of scientists
- To develop manipulative, experimental, and problem solving skills in science
- To provide opportunities to discover, understand, and apply basic scientific principles, concepts, and generalizations
- To develop an understanding of the impact of science on society
- To gain an understanding of the dynamic nature of science as evidenced by current scientific developments
- To develop an understanding of the interrelationships that exist among the science fields
- To acquire information concerning scientific careers and hobbies

Mathematics

- To develop an understanding of mathematical concepts and principles through exploration and discovery
- To apply these mathematical concepts and principles in symbolizing concrete situations
- To develop skill in the use of abstract symbolization for computation and problem solving
- To develop a precise and comprehensive mathematical vocabulary and to increase the ability to think in terms of the principles of mathematics
- To increase the ability to work independently in the areas of both applied and abstract mathematics
- To develop mathematical abilities unique to each student's intellectual level
- To gain an appreciation of the intrinsic relationship between the historical development of mathematics and cultural progress

History

- To understand the important trends and outstanding events in history, and their relation to present day affairs

- To develop an understanding of the nature of man, his interests, motives, activities, and ideals at different ages and times; and to learn of his successive contributions to the culture of the modern world
- To develop a perspective of the contemporary world by a study of man's artifacts, institutions, experiences, and ideas
- To understand local and regional history in the larger context of the history of the United States and that of other nations and peoples
- To develop an appreciation of man's increasing interdependence through the ages
- To develop the ability to make tentative historical generalizations
- To develop the capacity to give reasoned responses to open-ended questions requiring the evaluation and judgment of historical evidence
- To undertake semi-independent study of key issues, using historical evidence as a basis

Civics

- To understand the basic democratic principles which govern life in our society
- To understand the structure, organization, and functions of all levels of government--national, State, and local
- To learn to observe the rights and perform the duties of citizens in a democratic society
- To understand the impact of governmental policies at national, State, and local levels on the contemporary scene at home and abroad
- To make a study of international relations which influence domestic affairs in the United States
- To become aware of our membership in world organizations, our commitments to regional pacts, and our other relations with all nations

Geography

- To know major world distributional patterns (physical and cultural) and the connections and movements between places (atmospheric circulation, ocean currents, lines of transportation and communication)

- To understand the regional concept and ways of interpreting man-land relationships within a region
- To develop an ability to read and interpret maps, globes, and other specialized media used in geographical analysis
- To understand how the geographer thinks about the world, how he synthesizes knowledge and applies it
- To develop the ability to solve geographic problems by doing, within limits, the things geographers do
- To develop the ability to find and evaluate reliable sources of geographic information
- To understand the worldwide interdependence of people
- To understand the relationship of geography to other fields of learning

Economics

- To understand the fundamental mechanics of the American economic system
- To understand the relationship between unlimited wants and limited resources
- To develop the capacity to make reasoned choices in allocating personal resources to satisfy personal wants
- To understand the fundamental bases of competing economic systems
- To understand the relationship of individual and national values to economic decisions
- To develop ability to recognize the more able and responsible authorities on economic policy

Modern Foreign Languages

The overall goals in modern foreign language study are effective communication and cultural understanding. The specific goals are:

- To understand a foreign language when spoken at normal speed on a subject within the range of the student's experience
- To speak well enough to communicate directly with a native speaker on a subject within the range of the student's experience
- To read with direct understanding, without recourse to English translation, material on a general subject

To write, using authentic patterns of the language

- To understand linguistic concepts, such as the nature of language and how it functions through its structural system
- To understand, through the foreign language, the contemporary values and behavior patterns of the people whose language is being studied
- To acquire knowledge of the significant features of the country or area where the language is spoken (geographic, economic, political, etc.)
- To develop an understanding of the literary and cultural heritage of the people whose language is studied

English

- To develop the ability to listen purposefully, attentively, and critically
- To develop skills of effective oral communication, including good articulation, enunciation, diction, and appropriate usage
- To acquire skills needed for interpretive and discriminating reading of literature, and for appreciating literature as an art form
- To develop the ability to write with clarity, logic, and appropriate style
- To develop, through analysis, understanding of the structure of English and awareness of the range and significance of its social and geographic variations
- To acquire habits of diversified reading of good literature for knowledge and pleasure
- To acquire study skills and attitudes needed by students in extending their education and knowledge
- To develop an understanding of the structure, evolution, and social impact of language

Reading

- To participate directly or vicariously in a variety of experiences so that concepts found in print will have meaning and may be interpreted intelligently
- To acquire a basic stock of sight words

- To develop the visual and perceptual skills needed for easy word recognition and fluent reading
- To develop techniques of word attack in order to read unfamiliar material easily
- To acquire the ability to use contextual and typographical clues as aids to meaning
- To increase vocabulary through wide reading, word study, and use of the dictionary
- To acquire confidence, fluency, and appropriate expression in oral reading
- To acquire flexibility in silent reading so that speed is readily adjusted to the difficulty of the material and the purpose for which it is being used
- To develop comprehension and critical response in reading in specialized content areas
- To relate the process of reading to content and to the other language skills of listening, speaking, and writing
- To acquire basic habits of reading widely for pleasure and for information

Industrial Arts

- To develop in each student an insight and understanding of industry and its place in our culture
- To discover and develop talents of students in the technical fields and applied sciences
- To develop technical problem-solving skills related to materials and processes
- To develop in each student a measure of skill in the use of the common tools and machines

Responsibilities of the State Agency in Project Planning

The responsibilities of the State Title III staff in regard to project planning include the following:

1. Inform school administrators, teachers, librarians, and others who are to be involved in project planning in all local schools of the purpose of Title III and of all State regulations, State plan priorities and standards, and policies applicable to the program. For this purpose many States have developed planning guides or handbooks which give this information and other details concerning the submission of projects for dissemination to the schools of the State.

2. Encourage long-range planning which reflects the objectives of the total program for updating and improving instruction, and project proposals which contribute to such development.

3. Provide consultative service through the State supervisory and related services program to help teachers plan projects which will improve instruction.

4. Give attention to project design, completeness, and content.

5. Set up the schedule for receiving applications and regulate the number of projects which an applicant may submit per year.

Evidence of Project Planning in Project Applications

Section 141.1(n)iii of the Regulations requires that the local school show the direct relationship of the proposed expenditures to the overall design for improving instruction in the critical subjects. It cannot be stressed too strongly that the teachers who are to use the items to be acquired should participate fully in the planning and in the justification of project proposals.

A project application is of greatest value to the Title III staff when it contains not only the necessary fiscal information but also information which will help determine the approvability of the project through an evaluation of factors such as the following:

1. The relationship of the specific project to the school's long-range plan for the improvement of instruction

2. Compliance with State standards, policies, and guidelines

3. The suitability of the equipment to the over-all objectives and to its proposed use

4. The ability and readiness of the teachers to use the equipment and materials

5. The feasibility of the local plan for inservice training in the use of the new materials and equipment to be purchased for the project

6. The soundness of the school's plan to evaluate the effectiveness of the project

Examples of some of the kinds of information requested by States on the application form are:

- A narrative description of the specific plan for improving instruction, including objectives, proposed new courses, changes in course content, method of instruction, and type of materials used

- Appraisal of equipment and materials on hand prior to participation in Title III
- Relationship of the materials and equipment requested to new or revised courses of study, or to the enrichment of existing courses or units
- Enrollments in the critical subjects
- Names of teachers to be involved in the project
- Qualifications of teachers and statement of recent inservice training
- Plans for articulation when the sequence extends from the elementary school into the high school
- The school's plan for evaluating the project

In addition, many States use the application forms to gather data for use in evaluating the improvement of instruction which has taken place in the critical subjects.

C. Certification and Documentation of Projects

Certification and Documentation Required for All Projects:

Each project proposal involving the acquisition of equipment and materials must contain a certification that the equipment and materials are to be used primarily for providing education in one or more of the critical subjects, except that in the case of storage equipment, the certification shall be to the effect that storage equipment will be used solely for the care and protection of equipment and materials used in providing such education.

Every project application for the acquisition of materials should (1) specify -- when it is not self-evident from the nature of the item -- the exact use intended to be made of the materials in order to strengthen instruction in one of the critical subjects at the elementary or secondary school level; and (2) give evidence that the classroom teachers who will use the materials have collaborated in the preparation of the project and in the selection of the materials requested.

Each approved project must show the date of approval by the State agency. There can be no Federal participation in the payment of obligations incurred or in expenditures made by local educational agencies for projects under Title III if the projects have not first been approved by the State educational agency under an approved State plan. Thus a Title III project must have the prior approval of the State educational agency before a purchase order is issued or a contract is signed by the local educational agency.

Such certification requirements place a major responsibility for insuring the proper use of Title III funds on the local school officials who are, in the final analysis, responsible for seeing that the project is properly prepared and carried out. However, this does not relieve officials in the State educational agencies of their responsibilities for the proper administration of these programs.

Special Documentation Required of Some Projects

1. Equipment and materials for the exclusive use of the teacher in the preparation of instructional material

When a project application includes items for exclusive use of the teacher in producing instructional materials, as provided in Section 141.26 of the Regulations, this fact should be documented. Standards which are to be used by the State agency to govern the purchase of such items should specify the types of materials which the State would approve under these circumstances, indicating the quantities--in terms of teachers or pupils to be served--that the State would consider reasonable. It is suggested that such items be included on a special application form, usually consisting of one page incorporated as a part of the regular application.

2. Project involving computers

Approval of any project in which Federal financial participation in the acquisition of electronic digital computing devices is desired is conditioned upon the State educational agency's assuring itself through documentation that the equipment will be used primarily for, and will be available whenever needed for, providing education in one or more of the critical subjects. See Chapter V, part C, pages 55-56.

3. Projects involving minor remodeling

A project involving minor remodeling should indicate clearly that the space remodeled is to be used for providing education in one or more of the critical subjects as a classroom, laboratory, test grading facility, or audiovisual library. The State should assure itself that such uses are within the scope of the law and the Title III Regulations.

School districts which employ personnel and have facilities for doing minor remodeling may be reimbursed under an approved project with Federal funds for such costs (including materials and labor) provided the costs are adequately documented by invoices or work orders. See Chapter VII, part E.

4. Projects involving installation or construction of equipment

Costs for installing equipment purchased (delivery to the school from point of delivery by the manufacturer or supplier, uncrating, assembling, placing, and connecting to existing service lines) are considered a part of the cost of equipment. Such costs generally are incurred in agreement with the equipment supplier, a separate contractor, or by arrangement with the school maintenance staff. If, however, such costs are incurred for the above type of installation, they must be adequately and separately documented as a part of the cost of equipment.

Other Documentation

States may require any other type of documentation, including justification statements, which is deemed necessary to satisfy the requirement that equipment and materials be selected in terms of their suitability and the use which is to be made of them. See Policy Bulletin for October 6, 1960.

D Project Approval

It is a function of the State educational agency to approve project applications. In examining the application the State agency applies its system of priority and determines that:

1. The project conforms to the standards for equipment and materials established by the State.

2. The items of equipment and materials or minor remodeling are eligible for Federal financial participation.

3. The project is in accord with the planning at the local level for both long-range and immediate objectives.

4. The quality and quantity of the equipment and materials requested are suitable.

5. The documentation is accurate and complete.

Well-coordinated project approval procedures involving appropriate administrative, supervisory, and clerical personnel offer an effective means of assuring that the use of Title III funds does in fact contribute to the improvement of instruction in the schools.

E. Project Follow-up

Along with project formulation and approval, follow-up by State Title III staff and local supervisors increases the likelihood that Title III funds will contribute to improvement of instruction. States have developed a number of effective follow-up activities, among which are the following:

1. Personal visits by the supervisory and related services staff to the school following the acquisition of equipment and materials in order to:
    a. Provide assurance that the equipment has been properly installed
    b. Help teachers make more effective use of new materials and equipment
    c. Give the local teachers an opportunity to draw on the experience of other schools by questioning the visitor
    d. Provide an opportunity to check expensive installations or minor remodeling for conformity to specifications
    e. Provide an ideal first step leading to future inservice education
    f. Increase the knowledge and experience of the supervisor who is thereby better equipped to help still other schools and teachers
2. Inservice activities to help teachers use materials and equipment to best advantage
3. Follow-up questionnaire to provide supervisors with an accurate record of the equipment and materials currently being used in the schools of the State
4. Follow-up study of the effectiveness of the use of the materials and equipment in the school's plan to improve instruction and assistance in further project planning
5. Assessment of Statewide trends in acquisitions and instruction through visits or studies repeated at intervals over a period of years in the same schools

CHAPTER V

LABORATORY AND OTHER SPECIAL EQUIPMENT

Section 141.1(j) of the Title III Regulations defines laboratory and other special equipment as follows:

> "Laboratory and other special equipment" means
>
> (1) fixed or movable articles, which are particularly appropriate for use in providing education in the critical subjects in a public elementary or secondary school and which are to be used either by teachers in connection with teaching or by students in learning such subjects;
>
> (2) audiovisual equipment, such as projectors, recording equipment, television receivers and television tape recorders, to be used, either by teachers in connection with teaching or by students in learning, primarily in providing education in the critical subjects in a public elementary or secondary school;
>
> (3) "materials" as defined in paragraph (1) of this section[1] and devices (other than those used for printing such as printing presses and offset printing machines) to be used for preparation of audiovisual and instructional materials for the critical subjects;
>
> (4) storage equipment to be used solely for the care and protection of the foregoing items when used in laboratories or classrooms;
>
> (5) testgrading equipment to be used primarily in providing education in the critical subjects in a public elementary or secondary school; and
>
> (6) specialized equipment for audiovisual libraries serving public elementary or secondary schools when such equipment is to be used primarily in providing education in the critical subjects.

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[1] For discussion of "materials" in Category (3), see Chapter VI of these Guidelines and Section 141.1(l) of the Title III Regulations.

(The term excludes such items as general-purpose furniture, radio or television broadcasting apparatus, school public address systems, or items for the maintenance and repair of equipment. However, the term does include equipment for maintenance and repair of materials in audiovisual libraries.)

A. Determining Eligibility

There is nothing inherent in equipment which in and of itself determines eligibility. Rather *it is the use to be made of the equipment and its direct relationship to instruction in the critical subjects* which determine its eligibility for purchase under an approved project. The importance of the use factor can be illustrated by the following examples:

Calculators

Such instruments, suitable for instruction in mathematics, would be ineligible for purchase for use in school administrative work or school business courses.

Charts

Specialized charts representing specific components of course content contained in any of the critical areas would be eligible. For example, physiological charts would be eligible when health is taught as an integral part of a science or civics course, not for physical education classes.

Hot plates

If an electric hot plate is purchased as a heat sources for use in a science class it would be eligible. If purchased for use in a home economics class it would not be eligible.

Lamps, lamp bulbs, vacuum tubes, transistors

Generally, these items acquired for special use in laboratory or classroom experiments would be eligible, but when acquired for *replacement* or for *general lighting* purposes they are *ineligible*.

Lamps used with microscopes for illumination are eligible. The names generally used to describe these lamps are microscope lamps, substage lamps, illuminators, table lamps, laboratory table lamps, or general laboratory table lamps.

Lamp bulbs (or tubes) when used as components in a laboratory or classroom experiment or demonstration are eligible if the normal life of the bulb when used for these purposes is more than one year. Examples of the kinds of lamp bulbs and tubes eligible under these conditions are:

Argon
Carbon-arc (demonstration)
Carbon filament
Fluorescent (demonstration)
Glow (argon or neon)
Infrared
Mercury-arc
Miniature
Neon
Sodium-arc
Standard incandescent (calibrated)
Straight filament
Ultraviolet (germicidal)

Project applications should distinguish between lamps (which term includes the receptacle, the bulb, and the cord) and lamp bulbs, and should clearly indicate their use.

Maps

Eligible if acquired for instruction in the critical subjects, maps would be ineligible if acquired for school administration purposes such as plotting bus routes or taking the school census.

Test instruments (e.g., volt meters, oscilloscopes)

Eligible if acquired for the study of science, such instruments would be ineligible if used in the assembly, maintenance, or operation of electrical, electronic, or other equipment and systems for the school plant.

Tools

Hand tools having specific utility in providing instruction in the critical subjects would be eligible. Examples are: triangular files to cut glass tubing, mallets for popping corks in gallon jug experiments, a saw to illustrate audiofrequency, rubber mallets for striking tuning forks, gardening implements when used in botanical or horticultural study integral to science instruction. Hand tools for repair and maintenance of equipment would be ineligible.

Typewriters

Typewriters would be eligible if purchased and used to prepare instructional materials for the critical subjects, but would be ineligible if used for teaching typewriting or if acquired for administrative and general office use.

Thus it becomes evident that an item of equipment or material which is otherwise eligible under the Act and Regulations is eligible for inclusion in a project for acquisition with NDEA funds only when it is to be acquired for use in providing education in the critical subjects.

It is the State's prerogative, however, to limit eligibility or to exclude items from project applications even though they may be listed as eligible in these Guidelines.

General Criteria for Determining Eligibility

The principal criteria to be used by the State educational agency in determing the eligibility of laboratory and other special equipment and materials are:

1. Items purchased must be in conformity with the State equipment standards.

2. They must be suitable for use in providing education in one or more of the critical subjects.

3. There must be reasonable expectation that their use will result in the improvement of instruction in one or more of the critical subjects.

4. The items must be of such nature that, with reasonable care and use, they may be expected to last for more than one year.

5. They must be items which are not normally provided in furnishing an ordinary classroom.

6. They must be adaptable to the space available or to be made available.

Criteria for Selection of Equipment and Materials

The use of equipment and materials to improve instruction means the actual and direct employment of such items in the development, presentation, and learning of the subject matter or content of the course of study in one or more of the critical subjects. The improvement of instruction can be achieved, for example, by:

- Increasing understanding of content
- Offering more content
- Developing greater student skill
- Evaluating student achievement
- Enriching student experiences
- Introducing new subjects and more advanced courses
- Improving teaching methods
- Increasing teacher competencies

The following are examples of criteria which may be used by schools and school systems in the selection of equipment and materials:

1. The equipment and materials relate directly to increased knowledge, understanding, or skill on the part of the student in the critical subjects.

    a. The items contribute specifically to the objectives of the instructional program.

    b. They reflect the school's effort to introduce improvements in the program--longer sequences of study, increased offerings, continual sequential development, etc.

    c. They stimulate the students' interest and desirable attitudes toward the subject.

2. The usability and suitability of the equipment and materials are optimum in the subject concerned.

    a. The items indfcate a proper balance between student participation in laboratory activities and teacher demonstrations and presentations.

b. They are appropriate for the grade level and type of activity in which they will be used.

c. They are compatible with the educational program offered or planned by the school.

d. They provide a learning potential not otherwise available in the program.

3. The quantity, quality, and up-to-dateness of the equipment and materials are appropriate for the school or school system which is acquiring them.[2]

a. The number of items requested is adequate for the number of students and teachers who will use the equipment or materials at one time.

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[2] For recommendations concerning equipment and materials for mathematics, see A Guide to the Use and Procurement of Teaching Aids for Mathematics, by Emil J. Berger and Donovan A. Johnson. Washington: National Council of Teachers of Mathematics, 1201 Sixteenth Street, N.W., 1959. 48 p. 75 cents.

For recommendations concerning equipment in modern foreign languages, see A Technical Guide for the Section, Purchase, Use, and Maintenance of Language Laboratory Facilities, by Alfred S. Hayes. Washington: U.S. Department of Health, Education, and Welfare, Office of Education Bulletin 1963, 119 p. No. 37; OE-21024. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 50 cents.

For recommendations concerning equipment for industrial arts, see the following:

Planning Industrial Arts Facilities, by American Council on Industrial Arts Teacher Education. Bloomington, Ill.: McKnight and McKnight Publishing Company, 1959. 247 p. $5.40

A Guide for Equipping Industrial Arts Facilities, by the Equipment Guide Committee of AIAA. Washington: American Industrial Arts Association, 1201 16th Street, N.W., 20036, 1967.

Planning and Designing Functional Facilities for Industrial Arts, by Marshall L. Schmitt and James Taylor, Washington: U.S. Department of Health, Education, and Welfare, Office of Education, 1967. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Guide for Planning and Equipping Industrial Arts Shops in California Schools. Sacramento: State Department of Education, 1956. 39 p. And various other State department of education curriculum and facilities planning guides.

Footnote 2 continued on next page.

b. The quality and durability of the items are in keeping with the desired performance.

c. The costs are compatible with the durability and performance needed for school use.

d. Consideration has been given to the selection of recent models of equipment and up-to-date materials and to maintenance requirements.

4. The use of such equipment and materials in teaching, in preparation for teaching, and in evaluation of instruction will improve instruction in one or more of the subject fields.

a. Teachers have the necessary understanding or competency to make effective use of the equipment and materials (or provision is made for inservice preparation).

b. Supervisory services are available or are being provided for the continuing improvement and evaluation of the instructional use of the equipment and materials.

B. Basic Limitations

Because of the categorical nature of the Act and the Regulations, general-purpose equipment is not eligible for purchase with Title III funds. Equipment such as seating, chalkboards, and desks normally found in general classrooms, is excluded. Maintenance equipment and replacement parts are ineligible for the same reason.

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[2] For additional information about industrial arts, see:

Improving Industrial Arts Teaching, by Marshall L. Schmitt. Washington: U.S. Department of Health, Education, and Welfare, Office of Education, 1960. 67 p. Circular No. 656; OE-33022. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 60 cents.

Industrial Arts Education: A Survey of Programs, Teachers, Students, and Curriculum, by Marshall L. Schmitt and Albert L. Pelley. Washington: U.S. Department of Health, Education, and Welfare, Office of Education, 1966. 138 p. Circular No. 791; OE-33038. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. One dollar.

Examples of Ineligible Equipment

The following are examples of general-purpose equipment:

Air conditioners
Auditorium equipment (lights, curtains, scenery and other stage fixtures, costumes, etc.)
Belts (motor)
Brushes (including test tube brushes)
Bulletin boards
Chalkboards (unless specialized for mathematics)
Clocks (alarm, regular, wall)
Desks (student and teacher)
Equipment for offices
Lighting fixtures
Lockers
Pencil sharpeners
School public address systems
Seating of all types
Step ladders
Tables (ordinary, folding, or library)
Tube testers
Vacuum cleaners

The following basic limitations on the eligibility of equipment should be noted also:

1. Laboratory and other special equipment acquired for education in the critical subjects must be located in the classroom or laboratory or elsewhere in the school setting for convenient use by teachers and students of these subjects, or in an audiovisual library serving the elementary or secondary school. Equipment acquired under an approved project for the critical subjects may be used, however, when available and suitable in providing education in other subjects if, in the judgment of local school authorities, there exists a critical need therefore. Equipment shall be deemed "available" only when it is temporarily not in use in the critical subjects.

2. Specialized laboratory tables or student work stations for the critical subjects should be clearly distinguished from general-purpose classroom fixtures in the State's equipment standards.

3. Safety equipment which is commonly provided in the furnishing of classrooms is not eligible for Federal financial participation. For science laboratories, special safety equipment such as abestos gloves, fire extinguishers, first-aid cabinets (without supplies), goggles, lab aprons, lucite shields, and safety showers are eligible.

4. Although it is essential that repair and spare parts be available for the equipment acquired, Title III funds may be not used for servicing or repairing equipment or materials. Audiovisual library projects, however, may include equipment for maintenance and repair of audiovisual materials in the critical subjects.

5. Equipment may not be purchased for use in buildings which are leased or rented, unless title to the equipment is vested in a local educational agency, as defined in Section 141.1(k) of the Title III Regulations.

6. Equipment for use in demonstration and instruction in local district centers for inservice education of teachers is not eligible for reimbursable purchase under a local acquisition project. This does not preclude the incidental use of an equipped classroom or laboratory, or audiovisual library, for inservice education of teachers.

7. Items declared ineligible under the category of "materials" are necessarily ineligible under the definition of "laboratory and other special equipment."

8. The cost of construction or installation of equipment is eligible only when it is a part of the cost of equipment acquisition. It should not be included in minor remodeling cost. (See Chapter VII, part B.)

If questions arise concerning any item of equipment not discussed in these Guidelines, and if State officials are doubtful as to eligibility, questions may be submitted to the Bureau of Elementary and Secondary Education, U.S. Office of Education.

Limitations of Equipment for Industrial Arts

Approval of equipment to strengthen instruction in industrial arts poses special problems of two types. First, much of the equipment used in some industrial arts courses in secondary schools is highly complex and therefore very expensive. Second, industrial arts is often identified though mistakenly, with vocational education.

To meet the objectives of industrial arts within the bounds of NDEA Title III and to make the most effective use of limited funds available, State departments of education will need to study proposed industrial arts projects carefully to make certain that the equipment requested is suitable for instruction in industrial arts and that it will be used primarily for instruction in such a course. To help States determine the eligibility of equipment for an industrial arts project, the following limits should be applied:

1. The classes for which the equipment is intended should be specifically designated as offerings within the industrial arts department or program. Equipment should not be approved for use in courses designed to prepare individuals for employment as

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skilled or semi-skilled workers or as technicians in recognized occupations. Thus, equipment for courses eligible for support by such legislation as the Smith-Hughes Act, the George-Barden Act, and the Vocational Education Act of 1963, or those vocational courses supported by State and local agencies would not be eligible for support under NDEA Title III.

2. A single item of equipment should be limited in complexity to the needs for instructing students in the operation of equipment within that particular classification. For example, lathes, presses, and milling and stamping machines should be adequate to teach students the use of equipment of these types, but they should not be of a size or complexity required to manufacture highly sophisticated products. To meet this criterion the cost of a single item of equipment, exclusive of accessories, should not exceed $4,000.

C. Equipment for Laboratories and Classrooms

Category (1) of Section 141.1(j) of the Title III Regulations refers to fixed or movable objects which are particularly appropriate for use in providing education in the critical subjects in a public elementary or secondary school and which are to be used either by teachers in connection with teaching or by students in learning such subjects.

Equipment needs vary considerably from one critical subject to another. An item which is used daily in one subject may be appropriate for instruction in another subject only on occasion. Judicious selection of the number and type of equipment items and of the materials to be used with them will allow teachers to acquire what they need and will help insure full utilization of the equipment after it is purchased. In most of the critical subjects teachers may consider that the most urgently needed items are materials rather than specialized equipment.

During the first years of the NDEA program some trends have become clear in the use of science, mathematics, and modern foreign language laboratories.

Trends in science laboratory design, for example, reflect more individualized and small group experimentation in keeping with the newer directions of science curriculums. Modern laboratories offer adequate space and flexibility to carry on the numerous activities required by innovations in science content and methodology. They also provide maximum freedom at work stations and ample preparation-storage areas. With increasing awareness of the need for children in the early grades to understand principles and scientific method, more and more elementary schools are abandoning the "science corner" in favor of a laboratory setting in classrooms with sufficient quantity of equipment for participation of all pupils.

Similarly in mathematics, increased attention to basic understanding of fundamentals combined with practice in developing skills has increased students' interest in experimenting and discovering for themselves some of the basic mathematical principles. The well-equipped mathematics classroom contains a variety of measuring and counting devices and calculation equipment.

In modern foreign language teaching, because of the need for frequent, regular listening and speaking practice, electromechanical equipment and materials have come into widespread use. A significant trend is toward the selection of equipment in sufficient quantity to permit all students of a class, at every level, to practice simultaneously and at frequent, regular intervals. Many teachers find that the electronic classroom containing equipment needed every day in every classroom is more useful than a separate laboratory. But the latter continues to be useful, particularly for advanced classes or others in which individual practice is necessary.

With Title III assistance, first-hand experience in the laboratory and in the use of materials will now become more widely available to students of history, civics, geography, economics, English, reading, and industrial arts. Teachers see the need for providing a more individualized approach to the teaching of those subjects and may experiment in various ways. One teacher of geography, for example, upon learning of the possibilities of utilizing the Title III program to provide a laboratory setting in geography, described some of the ways in which this might be done:

> I would like to experiment with a geography laboratory which the school might use for all goegraphy courses. I might start by papering the walls with the large 11-sheet world map of the U.S. Army Map Service, repeating the pattern around the room in order to have the shapes of the continents and areas and the basic patterns of the world constantly in front of the children.
>
> I would see that the room had good projection equipment for filmstrips, slides, and motion pictures as well as an overhead projector. Associated with the room or in it I would have racks to store the basic maps needed. I would have a large globe no less than 24 inches in diameter -- even 36 inches if it were financially feasible. I might consider cases to carry some rock samples as well as samples of a few important products, such as cotton, etc.
>
> I might try a lot of other things such as gridding a part of the floor so that I could use it for teacher coordinate systems, having a table with materials so that I could readily make maps of the local area, community, or other areas; perhaps

> doming the ceiling so that it could be used as a simple planetarium; perhaps installing a simple stream table to show how a river erodes and deposits; perhaps securing a filing case in which could be placed some sample air photographs with corresponding topographic maps; arranging a library alcove in which one could put the census volumes and some of the U.S. statistical volumes on population and agriculture, etc.

Thousands of items of equipment are available for use in teaching and learning the subjects assisted by Title III. It would be useless to attempt to categorize all such items because, if for no other reason, new ones are added constantly in these fast-developing fields. The following examples suggest some categories of items which are eligible for purchase if the State educational agency has determined that they are otherwise approvable.

Although many fixed and movable objects may be used in more than one subject, the following examples of specialized equipment are arranged for convenience according to the critical subject fields:

SCIENCE

Eligible Equipment for Student Use

Electrical devices:
- Battery chargers
- Coils
- Generators
- Hot plates
- Incubators
- Meters
- Motors
- Power supply units
- Rectifiers
- Rheostats
- Solar cells
- Switches
- Transformers

Glass and procelain ware (other than bulk glass tubing):
- Battery jars
- Beakers
- Bottles
- Burettes
- Capillary tubes
- Crucibles
- Flasks
- Funnels
- Microscope slides and cover slips
- Mortars and pestles
- Petri dishes
- Pipettes
- Stoppers
- Vials
- Watch glasses

Kits: Electrical circuit, electronic, embedding, polarized light, transistor, etc.[3]

Measuring and recording devices:

- Balances and weights
- Barometers
- Boyle's law apparatus
- Calipers
- Calorimeters
- Counters and timers
- Eudiometers
- Hydrometers
- Manometers
- Meter sticks
- Meters and gauges
- Scalers
- Tachometers
- Thermometers

Models and display materials:

- Anatomical models
- Atomic models
- Biological models
- Collections (insect, rock, plant, etc.)
- Embedded biologicals
- Skeletal mounts
- Specimen mounts

Optical devices: Binoculars, lenses, light filters, magnifiers, microscopes, mirrors, prisms, telescopes, etc.

Other laboratory equipment:

- Aspirators
- Autoclaves
- Cages
- Centrifuges
- Clamps
- Desiccators
- Fume hoods
- Germinating beds
- Growing frames

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[3] Kits frequently contain consumable items. When the cost of consumable items is known to represent the major portion of the total cost of the kit, it should not be approved for reimbursable purchase. When the cost of consumable items is known, the State may at its option deduct the cost of those items from the total cost of the kit and approve only the cost of the otherwise eligible items for reimbursement. Kits which for the most part contain eligible equipment may be approved for the total cost.

Other laboratory equipment (Cont'd):

- Heat sources
- Insect mounting boards
- Laboratory carts
- Laboratory tables
- Magnets
- Microtomes
- Nets
- Potting benches
- Pulleys
- Pumps
- Radiometers
- Sinks
- Steam generators
- Sterilizers
- Stethoscopes
- Stoppers (rubber)
- Tongs
- Tubing (rubber or plastic)
- Tuning forks
- Water baths
- Vasculums

Eligible Science Equipment for Teacher Demonstration

(Some items are also for student use)

- Aquariums
- Cathode ray tubes
- Cloud chambers
- Color apparatus
- Demonstration radio transmitters and receivers
- Fire extinguishers (demonstration)
- Gyroscopes
- Horsepower apparatus
- Linear expansion apparatus
- Liter blocks
- Magdeburg hemispheres
- Mock-ups
- Optical benches
- Oscilloscopes
- Photoelectric cells
- Photometers
- Planetariums
- Ripple tanks
- Simple machine apparatus
- Spectroscopes
- Stroboscopes
- Teacher demonstration desks
- Terrariums
- Trajectory apparatus
- Van de Graaff generators
- Vivariums

MATHEMATICS

Eligible Equipment for Student and Teacher Use

- Abaci
- Chalkboard drawing instruments
- Chalkboard guides (polar and rectangular coordinates)
- Clocks (demonstration)
- Computing equipment
- Counting and grouping devices
- Desk calculators and adding machines
- Devices to develop representations of mathematical concepts
- Drawing instruments
- Graph chart stencils (polar and rectangular coordinates)
- Graph stamps
- Grid liners
- Individual work cubicles
- Laboratory apparatus for physical construction of mathematical theorems
- Materials for mathematical model construction
- Mathematical games
- Measuring instruments and devices
- Models of mathematical concepts
- Number lines
- Optical devices (prisms, lenses, etc.)
- Pegboards
- Perimeter-area boards
- Place value devices
- Slated globes
- Slide rules
- Sliding chalkboard panels
- Specialized chalkboards (polar and rectangular coordinate panels, magnetic panels)
- Specialized work tables
- Surveying instruments
- Two- and three-dimensional models

HISTORY, CIVICS, GEOGRAPHY, AND ECONOMICS

Eligible Equipment for Student and Teacher Use

- Alidades
- Charts and chart holders
- Dioramas
- Display equipment
- Globes
- Light tables
- Maps (physical, political, special purpose)

Eligible Equipment for Student and Teacher Use (Cont'd):

- Map holders
- Microfilm projector stands
- Models and specimens
- Orreries
- Polaroid lens spectacles
- Stereographic projectors and viewers
- Stream tables and sandboxes
- Surveying instruments
- Viewers, readers, and magnifying devices for microfilm

MODERN FOREIGN LANGUAGES

Eligible Equipment

- Amplifiers and preamplifiers
- Auxiliary classroom speakers
- Equipment for student stations
- Headphones
- Interconnecting accessories (jack boxes, switches, wiring) for language laboratory systems
- Laboratory carts
- Microphones
- Record players
- Shortwave radio receivers
- Specially wired tables
- Student booths
- Tape recorders or tape playbacks
- Teacher consoles
- Two-way laboratory or classroom intercommunication systems as an integral part of the language laboratory

ENGLISH AND READING

Eligible Equipment

(Some of the equipment listed for modern foreign languages may also be suitable for English and reading.)

- Cases for recordings
- Chart holders
- Controlled reading devices
- Dictionary stands
- Display racks
- Flannel boards

Eligible Equipment (Cont'd):

Individual reading pacers
Lecterns
Magazine racks
Map and chart cases
Portable dividers and platforms
Tachistoscopes
Timed readers
Writing and listening booths

INDUSTRIAL ARTS

Eligible Equipment*

Air compressors
Anvils
Battery chargers
Bindery tables
Brakes, box and pan
Buffers, bench or pedestal
Cameras
Clamps
Damp boxes
Drafting instruments
Drills, electric, portable
Drill presses
Dynonometers
Engines (various power plants: piston, jet, etc.)
Folders, bar
Forges
Foundry flasks
Frames, silk screen
Furnaces, melting
Generators, signal
Grinders
Hacksaws
Hand tools
Hoists
Jointers
Kilns

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*The inclusion of industrial arts in NDEA Title III with its diversity of equipment poses unique considerations. Certain types of equipment, such as hand tools, printing presses, tube testers, and transmitting equipment are ordinarily not eligible. However, when such pieces of equipment are used in the industrial arts program for instructional purposes, they are eligible.

Eligible Equipment (Cont'd):

Lathes
Meters, electronic, pneumatic
Mitre boxes
Models (planes, home, bridges, ships)
Paper cutters
Printing presses, including offset
Products (industrial and consumer samples)
Pyrometers
Rolls, slip and forming
Router-shapers
Safety glasses
Sanders
Saws
Shapers
Shears, squaring
Spray booths, portable
Spray guns
Stake plates, mounted
Transmitters and receivers
Tube testers
Welders
Work benches, molding, wood, metal

Electronic Digital Computing Equipment

Certain special considerations are to be kept in mind in connection with the acquisition of electronic digital computing equipment.

Definition

"Electronic digital computing equipment" means electronic devices capable of accepting information, storing it, processing it, and presenting the results of the processing in an acceptable form. Such equipment is capable of performing the following four major functions:

Receiving information (input)
Storing information (memory)
Performing arithmetical and logical operations (programs)
Presenting the results of the processing (output)

The equipment may be complex enough to include storage and memory units to accommodate the use of a logical language for writing and storing instructions (program). The term also includes the output and information presented on a punched card, paper tape, magnetic tape, magnetic discs, or other electronic device such as a teletypewriter.

Electronic digital computing equipment includes key punches if the computer receives punched cards; paper tape punches if the computer receives paper tape; magnetic tape impregnators if the computer receives magnetic tape, or direct keyboard entry devices. Also included are the output devices, appropriate to the capacity of the machine, capable of performing operations such as punching holes in cards or paper tapes, recording information on magnetic tapes, or printing on paper. Special purpose computing devices and auxiliary equipment in the form of punch card and/or unit record equipment, which find their major application in data processing and other business and administrative areas, are not eligible except that some elements of such a configuration may be essential to render a computer functional for scientific problem solving or for mediating instruction in one or more of the critical subjects.

Conditions for Eligibility for Instructional Purposes

Federal financial participation in the cost of the acquisition of electronic digital computing equipment will be available only when:

1. The more basic needs for instructional equipment and material in the critical subjects have been previously met;

2. The State agency assures itself that the educational program in the critical subjects justifies the equipment requested;

3. The level of the school's curriculum in the critical subjects has otherwise been revised to the point where computing equipment will substantially enhance the learning and teaching and will be used primarily for providing education in those subjects;

4. The equipment is acquired under projects approved by the State educational agency in accordance with State agency standards;

5. The State standards contain criteria which will serve as a guide in the selection of computing devices and auxiliary equipment;

6. The instructional staff has sufficient training in the computer field to use such equipment effectively. In judging the suitability of the equipment selected, the advice of computer experts should be obtained in addition to the advice of sales representatives; and

7. The degree of complexity of the electronic computing equipment is commensurate with the needs of the instructional program in the critical subjects for which the equipment is to be used.

Medium and large electronic computers, as classified by the computer industry, are generally ineligible, since they are more complex than necessary to accommodate the instructional needs of an educational program in the critical subjects. See Chapter IV, part C, Special Documentation, concerning projects involving the acquisition of computers.

D. Audiovisual Equipment for Laboratories and Classrooms

(For discussion of specialized equipment for audiovisual libraries, see part H of this Chapter.)

The "audiovisual equipment" referred to in Category (2) of Regulation 141.1(j), by its very nature and versatility, serves multiple purposes. To the extent that such equipment is used by teachers to provide instruction in the critical subjects or by students in learning one or more of the critical subjects, it is eligible for acquisition.

Eligible Audiovisual Equipment

Following is a partial list of audiovisual equipment which may be eligible for reimbursable purchase:

- Darkening shades, blinds, or curtains
- Filmstrip or slide previewers
- Flannel and magnetic boards
- Microfilm reader printers
- Portable stands with sound amplification for large-group teaching
- Projection screens, stands, and tables
- Projectors:
  - 16 mm and 8 mm, sound or silent
  - Filmstrip
  - Microfilm
  - Opaque
  - Overhead
  - Slide
- Record or transcription players
- Stereoscopes
- Tape recorders and playbacks
- Teaching machines (See Policy Bulletin, Series III, No. 13, June 12, 1963)

Television receivers and reception accessories are eligible for purchase with Title III funds when educational television programs in the critical subject fields are available. Reception accessories include:

- Amplifiers
- Antennae (but not towers or masts)
- Coaxial cable
- Converters

Television equipment to produce, transmit, and otherwise broadcast television programs is not eligible for purchase with Title III funds. Portable television tape recorders, of either broadcast or nonbroadcast quality, are eligible for purchase as a device primarily to record programs in one or more of the critical subjects. A small television camera attached to and used as an integral part of a microscope for use within the confines of a science classroom or laboratory is eligible for purchase under a Title III science project. Television cameras, other than those used as a part of a microscope, are not eligible for purchase under any other circumstances with Title III funds.

E. Devices for Preparation of Materials

Category (3) of Regulation 141.1(j) permits the purchase of devices to be used by teachers or school staff for the preparation of audiovisual and instructional materials for the critical subjects. Equipment which is normally used in the school administrative offices, such as duplicating machines and typewriters, is not eligible under Title III unless it is used in the preparation of instructional materials in the critical subjects. Printing presses, including offset printing machines, are not eligible.

Eligible Devices

Devices such as the following are eligible when used for the production or reproduction of audiovisual and instructional materials:

- Bulk erasers for magnetic tape
- Cameras (except television cameras)
- Dark room equipment
- Drafting equipment for making maps
- Dry mounting presses
- Head demagnetizers
- Laminating machines
- Lettering devices
- Light tables for making maps and overlays
- Mimeograph machines and other duplicating equipment
- Paper cutters, trimmers, and punches
- Tape duplicating equipment
- Tape splicers
- Transparency makers
- Typewriters (special characters for certain subjects may be needed)

F. Storage Equipment

Category (4) of Regulation 141.1(j) relates to storage equipment to be used solely for the care and protection of the materials and laboratory or other special equipment used for providing instruction in the critical subjects. Storage items should be carefully selected for the purposes to be served and the space available.

Storage equipment may be of a specialized nature, such as a case for storing maps, or of a general nature, such as an ordinary refrigerator which will be used to preserve biological specimens. Here, as elsewhere in the Title III acquisition program, eligibility is determined by use.

If storage equipment is constructed, the cost of materials or parts for construction may be considered for Federal participation. (See Section 141.26 of the Title III Regulations.)

Eligible Storage Equipment for Classrooms and Laboratories

The following are examples of eligible storage items for classrooms and laboratories when needed solely for the care, protection, and accessibility of equipment and materials eligible for acquisition under Title III:

Bookcases and shelving for reference and supplementary books in the critical subjects
Cabinets
Closets
Counters
Display racks for printed materials
Key cases
Room display cases
Storage cases
Tote tray cabinets

Eligible Storage Equipment for Audiovisual Libraries

The following are examples of eligible storage items for specialized equipment for audiovisual libraries:

Book carts
Cabinets for disc recordings, tapes, films, filmstrips, slides, transparencies
Cases for flat pictures, maps, charts
Files for materials supplementary to audiovisual materials
Film booking and indexing devices
Film racks
Storage bins or recessed space

Ineligible Storage Equipment

The following are examples of ineligible storage equipment:

- Bookcases, cabinets, and shelving used for textbooks
- Corridor display cases
- Filing cabinets for office use
- Tables, shelving, or standard equipment for libraries
- Wardrobes for clothing and personal belongings

G. Testgrading Equipment

Category (5) of Regulation 141.1(j) makes testgrading equipment or test scoring machines eligible for purchase with Title III funds. This means equipment (not including the answer keys accompanying a particular test) acquired primarily for use in scoring.

H. Specialized Equipment for Audiovisual Libraries

Category (6) of Regulation 141.1(j) makes special provision for the acquisition of specialized equipment for audiovisual libraries serving public elementary or secondary schools, and for the equipment needed for maintenance and repair of materials[4] in such audiovisual libraries when such equipment is to be used primarily in providing education in the critical subjects. (For the definition of "audiovisual library" see Section 141.1(b) of the Title III Regulations.)

Eligible Equipment

Audiovisual library equipment and materials in four general categories may be considered eligible:

1. Audiovisual equipment such as that listed for laboratory and classrooms in parts D and E of this chapter

2. Audiovisual materials such as those listed in Chapter VI for the use of students and teachers, except that books are excluded

3. Specialized storage equipment (See part F of this Chapter)

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[4] See definition of materials, Section 141.1(l) of the Title III Regulations. Equipment for the maintenance and repair of equipment is not eligible.

4. Production, inspection, maintenance, and distribution equipment such as the following types of specialized equipment for use in an audiovisual library:

- Cardex type cabinets for film booking
- Cases for recordings
- Editing equipment (for audio or television tape, movie film, etc.)
- Files for auxiliary materials
- Film and tape carriers
- Film inspection machines
- Film and tape splicers
- Film mailing cases
- Film washing machines
- Photographic equipment
- Rewinders
- Specialized lettering machines
- Viewers for audiovisual materials, including microfilm readers
- Weighing devices (appropriate capacity)

(See also part E of this chapter for production devices, and part F for storage.)

Ineligible Equipment

The following are examples of the types of equipment ineligible for audiovisual libraries:

- Automotive equipment (such as delivery trucks)
- Bookcases and ordinary library shelving
- Booking supplies for audiovisual material
- Equipment for testing electronic devices
- General card catalogs
- General files
- Replacement parts
- Tools for repair and maintenance of equipment

Minor Remodeling

Minor remodeling to make effective use of specialized equipment for audiovisual libraries in an already completed building is eligible for Federal financial participation. (See Chapter VII, part D.)

CHAPTER VI

MATERIALS

Section 141.1(l) of the Title III Regulations defines the term "materials" as follows:

> "Materials" means those items which with reasonable care and use may be expected to last for more than one year and are suitable for and are to be used in providing education in the critical subjects in an elementary or secondary school. The term includes such items as tapes and discs; slides and transparencies; films and filmstrips; books, pamphlets, and periodicals; and other printed and published materials such as maps, globes, and charts. The term does not include such items as textbooks (as defined in paragraph (u) of this section) or chemicals and other supplies which are consumed in use.

A. Determining Eligibility

Criteria

The chief criterion for determining the eligibility of classroom and laboratory materials for purchase with Title III funds is suitability for use in providing education in the critical subjects in elementary or secondary schools. This criterion permits the acquisition of materials for both student and teacher use. It covers items which enable the teacher to keep up to date with regard to subject matter, methods, materials, and laboratory equipment, or items to be used by the teacher in preparing his instructional or demonstration materials for the class or laboratory. For example, programed books (if not used as basic texts) or other programed learning materials (if not consumed in use) may be acquired either for the instruction of students or for the teacher's use in improving his knowledge and skills when such improvement can be expected to make his teaching more effective.

Another criterion for determining eligibility of materials as distinguished from consumable supplies is their durability. Materials, with reasonable care and use, are expected to last for more than one year.

Books and Other Printed and Published Materials

Title III funds are to be used to strengthen instruction in science, mathematics, history, civics, geography, economics, modern foreign languages, English, reading, and industrial arts. Therefore the requirements of the instructional program in these subjects should determine the choice of books and other printed materials. Book selection involves knowledge of the content and level of difficulty and an ability to judge the quality of the content as well as the format. Thus it is essential that the teachers who actually assign the materials to students take part in the selection of all books submitted on projects when there is close cooperation between teachers and school librarians in acquiring the appropriate printed materials for present and planned courses in the critical subjects. All projects which include instructional materials should give evidence of teacher participation in their selection.

The approvability of books does not depend so much on the type of book as on the appropriateness for instruction. For example, biographies of scientists may be appropriate for one project, but not for another. In certain cases, materials in closely related fields may be acquired if the justification clearly indicates a direction relationship to the courses being taught in one of the critical subjects. Books and other printed materials on sociology, for example, would not eligible for classes in sociology per se. However, if the teaching of civics, geography, or history in the local or State curriculum includes sociology, books on sociology are eligible as material to be purchased for use in such subjects. Science fiction is ineligible for teaching science, but is justifiable for classes in English or reading. Materials on international affairs might be justified in civics, history, geography, modern foreign language and to some extent in the other critical subjects.

For modern foreign languages, books or periodicals on any subject written in the foreign language taught in the school are eligible. Also eligible are materials written in English if they interpret or reflect background or give insight into the life of the people whose language is being taught; e.g., literature in translation, history, geography, biography, art, music, architecture, sociology, anthropology. Likewise, translations of books directly related to teaching any of the other critical subjects are eligible.

Support under Title III for "reading" includes both the development of skill in the perception and understanding of written discourse and the use of this skill to study and to inform and entertain oneself. Also included are remedial reading and the work of the reading clinic, together with the normal reading activities of the language arts program and courses in English and literature. Thus it follows that any book or other printed and published material may be considered eligible for "reading" under Title III provided it meets the conditions of suitability and durability and is not a textbook for the class or for a group of students within a class. Books in Braille, except textbooks, are also eligible.

There can be Federal participation in the purchase of processed books when the processing cost is a part of the purchase price. The cost of processing books for the library after they have been purchased is not allowable.

B. Basic Limitations

For projects which include materials, there are two exclusions: textbooks and supplies consumed in use.

Section 141.1(u) of the Title III Regulations defines the term "textbook" as follows:

> "Textbook" means a book or workbook, or manual, which is used as the principal source of study material for a given class or group of students, a copy of which is expected to be available for the individual use of each pupil in such a class or group of students.

A project including books should list the textbooks in current use in the school or school district for the subject concerned.

Questions arise concerning the eligibility of books when every member of a class does not use the same textbook, or when several textbooks are used by a class (or by groups within a class) during the course of the school year. Any book or books used as the principal source of study material for a given class or group must be excluded for purchase under Title III. Workbooks and manuals for the individual use of each pupil are in the category of textbooks.

This basic limitation does not preclude, however, the purchase in classroom quantity of other books and printed materials which are not used as the principal source of course content, as, for example, the scripts of films, picture charts, foreign language songbooks, maps, slide rule instructional booklets, glossaries of terms, tables of mathematical functions or chronological data, reprints of periodical materials, and supplementary class or laboratory exercises.

The second type of ineligible materials -- supplies consumed in use -- includes laboratory supplies such as the following: adhesives, balloons, candles, chemicals, corks, cotton, dry cells, maintenance materials (cleaners, lubricants, sandpaper, sponges, steel wool), replacement parts (fuses, projector bulbs), tests and answer sheets.

Supplies consumed in use also include general classroom supplies, such as chalk, class record books, erasers, first-aid supplies, ink, paint, paper, pencils, pens, staples, tacks, and student work papers.

If packaged materials, learning sets, or kits contain a substantial amount of consumable supplies, such supply items should be deducted from the Title III project request.

C. Examples of Eligible Materials

The following list includes examples of materials approvable for purchase under Title III when it is determined that they are suitable for, and will be used to strengthen, instruction in the Title III subjects:

- Books (not used as basic texts) in the critical subjects, including atlases, dictionaries, other reference materials, and paper bound books
- Braille materials
- Charts
- Constructs (scale reproductions of scientific phenomena)
- Dioramas
- Discs
- Films, including captioned films for the deaf
- Filmstrips
- Flat pictures
- Globes
- Graphs
- Kits (see footnote page 51)
- Laboratory materials not consumed in use (such as activated carbon, iron filings to demonstrate magnetic fields, wet cells)
- Magnetic recording tape
- Maps
- Microfilms
- Mock-ups
- Models (biological, electronic wiring breadboard, geological, topographical, 2- or 3-dimensional, movable parts)
- Pamphlets for supplementary or reference use
- Periodicals
- Photographs
- Planispheres
- Professional materials, such as curriculum bulletins; films on methods, materials, or equipment; journals; laboratory handbooks; methods books, reference works, research reports, teaching guides
- Programed books (not basic texts)
- Programed learning materials (not consumed in use) for supplementary, experimental, or reference use
- Realia, such as artifacts, coins, mounted specimens, puppets, skeletons, stamps
- Recordings, tape and disc, including talking books
- Slides, transparencies

D. Materials for the Exclusive Use of the Teacher

In Title III the term "equipment" includes "materials." Materials used by the teacher in the production of instructional materials of a durable or permanent nature are eligible, as provided in Section 141.26 of the Title III Regulations:

> Expenditures in which Federal participation is claimed may include the cost of raw or processed materials or component parts to be made into finished products or complete equipment units for instruction in the critical subjects, including the cost of making and assembling such equipment.

Materials such as those listed below, although not eligible for classroom and laboratory use, are eligible when used exclusively by the teacher or school staff for producing instructional materials which can be expected to last more than one year. For this purpose, materials are not consumed in use, but rather converted into items of a durable or permanent nature, as, for example, plastic used for embedding biological specimens to make plastomounts, or acetate materials for transparencies. The following examples are illustrative only:

Acetate materials
Component items for production of visual models
Leader and splicing tape for preparing magnetic tapes
Mounting materials
Plastic
Poster board
Transparency production kits
Tubes and other components of electronic devices

Since the use factor is a prime criterion in determining the eligibility of items for purchase with Title III funds, any project application for materials to be used exclusively by the teacher or school staff in the preparation of instructional materials should include full documentation of this intended use. (See Chapter IV, part C, Special Documentation.)

CHAPTER VII

MINOR REMODELING

Section 141.1(m) of the Title III regulations provides as follows:

> "Minor remodeling" means those minor alterations in a previously completed building in space used or to be used as a laboratory or classroom for education in the critical subjects which are needed to make effective use of equipment in providing education in such subjects. The term also includes those minor alterations in a previously completed building which are needed to make effective use of the items referred to in subparagraphs (5) and (6) of paragraph (j) of this section. The term may also include the extension of utility lines, such as for water and electricity, from points beyond the confines of the space in which the minor remodeling is undertaken but within the confines of such previously completed building, to the extent needed to make effective use of equipment. The term does not include building construction, structural alterations to buildings, building maintenance, repair or renovation.

A. Determining Eligibility

Minor remodeling is permitted with Title III funds when both of the following conditions are met:

1. The work is needed to make effective use of equipment and materials for instruction in the critical subjects (regardless of how such equipment or materials were acquired or are to be acquired).

2. Minor alterations performed in a completed school building are confined to laboratory or classroom space in which at least one of the critical subjects is, or will be, taught. In the special case of minor remodeling to accommodate testgrading equipment or for specialized equipment in an audiovisual library, the work is limited to minor alterations of completed buildings, not necessarily classrooms or school buildings.

A project application may be submitted and approved for minor remodeling only or for minor remodeling and equipment acquisition.

B. Basic Limitations

There are a number of basic limitations to be observed in the preparation of projects for minor remodeling. Minor remodeling costs do not include:

1. The cost of equipment and its installation, referred to in section 141.(j) of the Title III Regulations
2. The cost of construction of equipment and its installation, referred to in section 141.26 of the Regulations
3. The cost of alterations or minor remodeling in buildings under construction, or in buildings not owned and operated by a local or State educational agency
4. The cost of transferring equipment from one school building to another

C. Use of Space for Laboratory and Classroom Equipment

Section 141.1(m) of the Title III Regulations states that the space must be "space used or to be used as a laboratory or classroom for education in the critical subjects."

There may be Federal financial participation in the conversion of an existing room (such as a storeroom or general classroom) in a completed building into a room suitable for use in providing education in one or more of the critical subjects.

Converting a large space, such as a gymnasium or warehouse into classrooms or laboratories by replacing or rebuilding the floors, erecting walls and ceilings, installing windows and doors, or installing general lighting, heating, and ventilating systems is major remodeling and is not eligible for Federal financial participation under Title III.

This ruling does not preclude minor remodeling in a large space where the remodeling is necessary to provide laboratories or classrooms for the critical subjects and limited to eligible types of work, such as removal of existing partitions or erection of new partitions.

It is possible that a project could be submitted for the performance of minor remodeling under Title III at a time when major remodeling is also to be performed. In this event, the project application should contain sufficient information as described in part "A" of this chapter to insure that the minor remodeling is related to work to be performed in existing classroom or laboratory space, and not to rooms under construction in a large space.

D. Use of Space for Testgrading Equipment and Specialized Equipment for Audiovisual Libraries

The Title III Regulations permit minor remodeling in a previously completed building which is needed to make effective use of testgrading equipment and specialized equipment for audiovisual libraries, when such equipment is to be used primarily to provide education in the critical subjects in public elementary or secondary schools.

The use of space for testgrading equipment or for an audiovisual library is subject to essentially the same conditions already cited under part "C" above except that the remodeling is not limited to classroom or laboratory space. Minor remodeling for these purposes may take place in any space needed for the satisfactory operation of these facilities, in any suitable existing building owned by the applicant.

When the audiovisual library is a part of a school library or instructional materials center, minor remodeling may be performed only in that part serving the audiovisual needs of instructional programs in the critical subjects.

E. Examples of Eligible and Ineligible Minor Remodeling

The nature of the work to be done, rather than relative costs, should be the determining factor in differentiating between minor and major remodeling. Major remodeling is not eligible. Minor remodeling in which there may be Federal financial participation under Title III, includes:

1. Removing and/or erecting partitions (other than a bearing wall) in existing classrooms or laboratories or adjacent space; cutting new doors or windows, or closing old ones; repairing plaster and paint damaged in erecting or removing partitions, doors, or windows; finishing newly-erected walls; and installing electrical lines, plumbing, waste, and service lines, and special exhaust vents from a point within the building to the classroom or laboratory where the equipment requiring facilities will be used (Installing service lines outside the building or modifying exterior building walls-- other than by cutting new doors or windows or closing old ones-- and modifying building roofs do not constitute eligible minor remodeling.)
2. Modifying or replacing inadequate or unsuitable utility service lines within a completed building leading to existing laboratories or classrooms used to provide instruction in the critical subjects.

3. Restoring, if necessary, a floor to its original condition, including the floor covering damaged by the installation of equipment and/or approved minor remodeling; and adding to that area of the floor affected support required by weight of the equipment (Where acid-resistant flooring in a science laboratory is required in connection with remodeling the laboratory, there may be Federal financial participation in the cost of the new acid-resistant floor covering. Title III funds are not available for tearing up a whole floor or ceiling, rebuilding the floor or ceiling, or pouring or otherwise constructing a new floor.)

4. Providing additional lighting beyond normal classroom lighting requirements where needed to illuminate a particular area of the classroom or laboratory in order to make effective use of equipment (Title III funds are not available for modernizing or replacing general room-lighting systems.)

5. Modernizing existing classroom or laboratory equipment such as old laboratory tables by installing new sinks, faucets, service lines or outlets, to make them more usable and, in this connection, the refinishing of such tables (The repair and refinishing only of classroom or laboratory equipment and furniture are normal maintenance costs and therefore not eligible for Federal financial participation.)

6. Attaching supports to hold special equipment such as ceiling pulley hooks, and hoists

7. Finishing ceiling or walls damaged by the installation or equipment and/or minor remodeling (This does not include repainting of walls or ceiling unaffected by the installation of equipment or by minor remodeling. Minor remodeling under Title III does not include other renovating or refurbishing of classroom or laboratory interiors, since such work is considered normal maintenance.)

8. Installing acoustical treatment where required in language laboratories

9. Paying for architect's services when required for minor remodeling and when drawings accompany the project proposal

10. Converting existing space in a completed building into a planetarium, vivarium, terrarium, observatory, or greenhouse used for instruction in science, provided, however, that the basic structure or the outer confines of the building are not altered

11. Converting a room or rooms in an existing building into a functional area for the operation of an audiovisual library including storage rooms, preview rooms, distribution center, booking room, and a center for the preparation, maintenance, and repair of audiovisual materials used for instruction in the critical subjects

12. Converting a room or rooms in a school or other building for housing and using allowable testgrading equipment

13. Reimbursing school districts which employ personnel and have facilities to do minor remodeling under an approved project with Federal funds for such costs, including materials and labor, provided there is adequate documentation by invoices and work orders. No such project may include the cost of time of teaching and administrative personnel. Costs for constructing equipment and its installation are equipment costs, not minor remodeling costs. (See Chapter IV, part C, Special Documentation.)

It is strongly urged that all projects for minor remodeling contain sketches and drawings, descriptions of the type of work to be done, how it is to be done, by whom, and under what conditions. Labor and material costs should be itemized by the trades involved (carpentry, electrical, plumbing, etc.), and by rooms to be remodeled so as to provide the kind of information the project approving officer will need in order to see the relationship between the minor remodeling and the effective use of equipment.

CHAPTER VIII

SERVICES OF THE U.S. OFFICE OF EDUCATION

Section 1001 of Title X of the NDEA charges the U.S. Commissioner of Education with the responsibility of administering the Act (except Title IX, a program of the National Science Foundation) and requires him to exercise his function in such manner as will assist in carrying out the objectives of the Act. In his annual report to the Congress the Commissioner must include a full report of the activities of the Office of Education under this Act. He is authorized to delegate any of his functions, except the making of regulations; accordingly he has assigned responsibility for Title III to the Bureau of Elementary and Secondary Education.

A. Information and Coordination

Despite the fact that each State must devise its own plan and administer its own Title III program in keeping with its own practices, needs, and aims, there is much that all of the States have in common. Recognizing this, the Bureau of Elementary and Secondary Education serves as a clearinghouse to gather on a continuing basis and make available to the States, on request, information such as the following:

1. Practices and procedures reported by all of the States for project planning, inservice education programs, and evaluations of Title III programs
2. Financial and statistical problems and administrative procedures
3. Lists of State publications dealing with standards, equipment specifications, curriculum guides, and evaluative studies
4. Annual lists of teachers in the States who attend summer or academic year institutes in the Title III subjects
5. Sources of information on related programs in the U.S. Office of Education and other agencies

B. Publications

Many U.S. Office of Education publications can contribute to the effectiveness of State Title III programs. New bulletins will be announced regularly through American Education.

When there is sufficient evidence of need, the Instructional Resources Branch prepares materials for the use of State supervisors in their work with teachers of the critical subjects. Publications are available gratis in limited numbers to State supervisors. Quantity orders should be sent to the Superintendent of Documents, U.S. Government Printing Office, where the publications are on sale at nominal cost. Consideration will be given to suggestions from the States concerning needed publications in the critical subjects.

C. Title III Program Reviews

Since August 1963, the Division of State Grants (since 1966 the Instructional Resources Branch) has conducted program reviews in an effort to serve all States which participate in Title III of NDEA. At intervals, staff members go as a team to each State to discuss all aspects of the program with the Title III staff.

Purpose

The program review has several purposes:

- To review the State's Title III program as it relates to the improvement of instruction in the critical subjects
- To identify ways of increasing the effectiveness of Title III in improving instruction, especially through the use of priorities, standards, and project planning procedures
- To identify and help overcome obstacles to the achievement of the aims of Title III (This involves a review of current practices in light of the State plan.)
- To assist in interpreting the Title III Regulations
- To clarify and improve reporting procedures, especially the relationship of the Description of Projected Activities to the Annual Report
- To improve communication between the Title III staff of the State and the Office of Education as well as among all persons working on Title III

- To review a sample of the acquisition projects of the current year in order to identify problems regarding eligibility and thus prevent audit exceptions
- To resolve questions concerning past audit exceptions.[1]
- To visit schools where Title III equipment and materials are improving instruction in one or more of the critical subjects

Consultative Services

Experience has show that the effectiveness of State Title III programs can be increased by program reviews which include the following features:

1. All personnel are given advance notice of the review and its aims, and ample opportunity is afforded them during the review to describe their current activities and to present their views regarding improvement of the Title III program in the State.
2. All State Title III personnel -- administrative, supervisory, related services, clerical -- are present at appropriate times.

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[1] The Audit Agency of the U.S. Department of Health, Education, and Welfare, conducts periodic audits (annually if possible) of the Title III, NDEA, accounts maintained at the chief State school agency headquarters. Federal grants may also be audited by the General Accounting Office, an independent agency in the legislative branch of the Federal Government, reporting through the Office of Education to the State agency concerned.

The auditors may question whether an item of expenditure is a proper charge against a Title III Federal grant for the particular year. One of the functions of the Office of Education representative is to discuss such questioned expenditures with the State school agency personnel and make a preliminary determination as to whether such expenditure should be allowed. In many instances such discussion includes the inspection of documentation which was not available at the time of the audit.

The final determination on the allowance or disallowance of questioned expenditures is made by the U.S. Commissioner of Education. The determination is based upon the State Plan, correspondence between the Office of Education and the State school agency, Title III Regulations and guidelines, and other pertinent information.

During the program review, discussions of interest to the entire Title III staff require some general meetings, especially at the beginning and end of the review.

One of the review activities is to examine a sample of the acquisition projects. The purpose is to assist the State, prior to the fiscal audit, by calling attention to any item whose eligibility might be questioned. The Office of Education representatives also wish to become acquainted with the project forms and procedures, the relation of equipment acquisitions to instruction, and the types of equipment being acquired by elementary and secondary schools for use in particular subjects.

Throughout the review the Office of Education representatives are available to assist the administrative staff, and to confer with the supervisors and related services personnel concerning inservice planning or other parts of the State program of supervisory services under Title III.

The chief function of the U.S. Office of Education team is to help the State staff establish stronger leadership in the improvement of instruction in the critical subjects.

D. Additional Consultative Services

Frequently there is a greater demand for the consultative services of specialists from the Office of Education than can be met during the limited time given to the program review. In order to utilize to the fullest the travel funds available, it may be feasible at times to allow time immediately preceding or following the program review for additional consultation with the State supervisors and related services personnel. This makes possible such activities as planning inservice programs, meeting with State committees, giving demonstrations at workshops or conferences, and visiting schools which have Title III projects of special interest. Whenever a State has additional need for assistance in a particular subject field, the Title III Coordinator's request for a consultant in that field on the review team is honored to the extent that appropriate staff is available.

Consultative services may also be requested at other times when States need special assistance in a Title III program activity. Within the limits of budget and staff time, such professional services are available upon request and without cost to State educational agencies participating in NDEA Title III.

E. Conferences

To assist Title III administrative and supervisory personnel in the States, the Office of Education sponsors or cooperates in planning various types of conferences -- national and regional. Likewise, in activities such as the revision of report forms, surveys, or administrative procedures, the Office of Education asks the assistance of State representatives.

The spirit of cooperation and shared responsibility of Federal and State offices can do much to strengthen the educational programs which Title III was designed to serve.

F. Regional Offices

During 1967 the Office of Education will transfer staff members and functions of all State plan programs to the nine Regional Offices of the Department of Health, Education, and Welfare. The nine Regional Offices and the States they serve are as follows:

Region I Boston, Massachusetts	Connecticut Maine Massachusetts New Hampshire Rhode Island Vermont
Region II New York, New York	Delaware New Jersey New York Pennsylvania
Region III Charlottesville, Virginia	District of Columbia Kentucky Maryland North Carolina Virginia West Virginia Puerto Rico Virgin Islands
Region IV Atlanta, Georgia	Alabama Florida Georgia Mississippi South Carolina Tennessee
Region V Chicago, Illinois	Illinois Indiana Michigan Ohio Wisconsin

Region VI Kansas City, Missouri	Iowa Kansas Minnesota Missouri Nebraska North Dakota South Dakota
Region VII Dallas, Texas	Arkansas Louisiana New Mexico Oklahoma Texas
Region VIII Denver, Colorado	Colorado Idaho Montana Utah Wyoming
Region IX San Francisco, California	Alaska Arizona California Hawaii Nevada Oregon Washington American Samoa Guam Trust Territory of the Pacific Islands

One Program Officer will be located in each of the nine Regional Offices to administer the NDEA Title III program. Purpose of decentralization is to provide better service to the States within each region. The Program Officer for NDEA Title III will be within easier reach of each of the States in his region. As a result, he will be able to visit a State more often in order to help plan workshops, confer on curriculum development, and conduct program reviews. State department of education personnel, in turn, will have the convenience of visiting the Regional Office more readily and will be able to confer with Program Officers of all State plan programs.

The following functions are being transferred to the Regional Offices:

1. Regional Program Development and Leadership Functions

    a. Review and approve State plans, assurances, proposals, and applications, and amendments thereto.

    b. Maintain official State program files.

- c. Establish and maintain communications with all grantee agencies, including answering inquiries pertaining to program administration.
- d. Provide program leadership through regional, State, and/or local conferences, workshops, personal contacts, etc.
- e. Conduct program reviews and site visits.
- f. Approve Projected Activities reports of program operation.
- g. Review annual reports, exclusive of fiscal reports. (see below)
- h. Develop and submit annual program operating plans.

2. Grant Management Functions
   - a. Review of fiscal aspects of State plans, proposals, and applications.
   - b. Notify grantees of grant awards.
   - c. Advise State educational agencies and other grantees on grant management matters.
   - d. Provide financial management advice to the professional staff in the regional office.
   - e. Maintain State program and expenditure records.
   - f. Review and adjust financial reports.
   - g. Review and settle audits.

Program and Bureau staff offices at Washington headquarters will continue to perform the following functions:

1. Program Development and Leadership Functions
   - a. Develop long-range program plans and overall program policy.
   - b. Develop and issue regulations, instructions, forms, guidelines, operating manuals, procedures, etc.
   - c. Develop in cooperation with regional office annual plans of regional office operations to achieve National program goals.
   - d. Evaluate programs, including determination of progress toward accomplishment of established program goals.

   e. Provide technical professional support for regional program operations and activities.

   f. Orient and train professional field staff at headquarters and in the field on program operations, management, and policy.

   g. Resolve program and policy questions.

   h. Formulate and propose legislation and budget justifications and handle relationships with Congressional committees.

   i. Prepare national program reports.

2. Grant Management Functions

   a. Transmit allotment notices to Congress and to the States.

   b. Advise and train regional office staff in the financial management of grant programs.

   c. Develop or revise financial report forms.

   d. Reallot funds to the States and other grantees.

   e. Tabulate financial and statistical data.

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